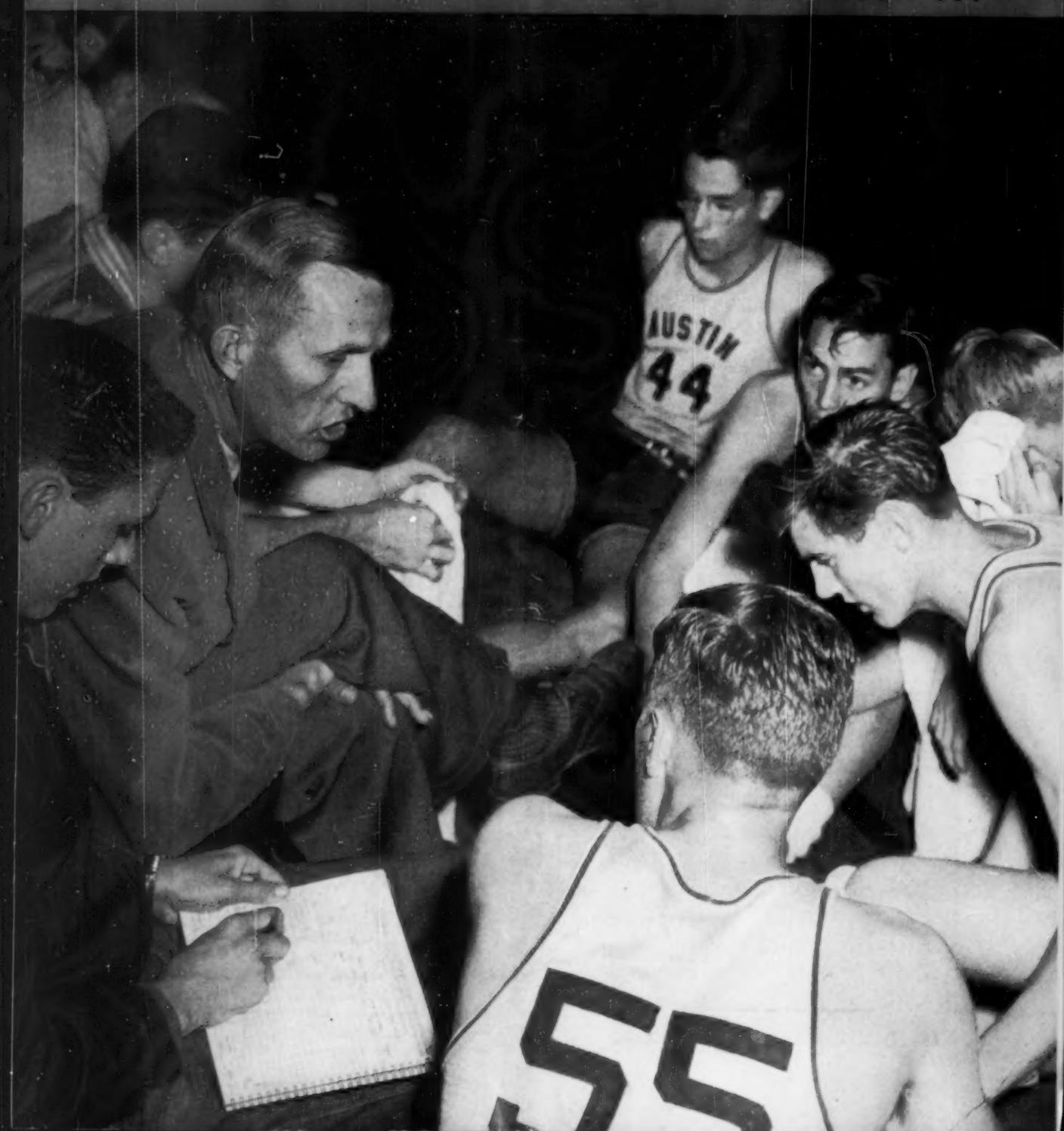


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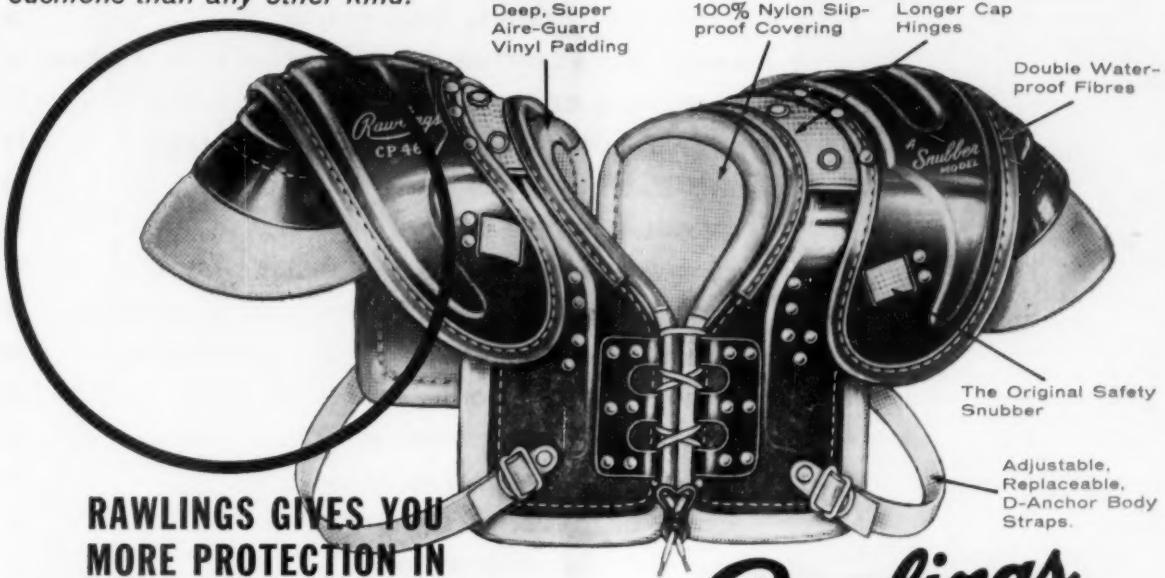
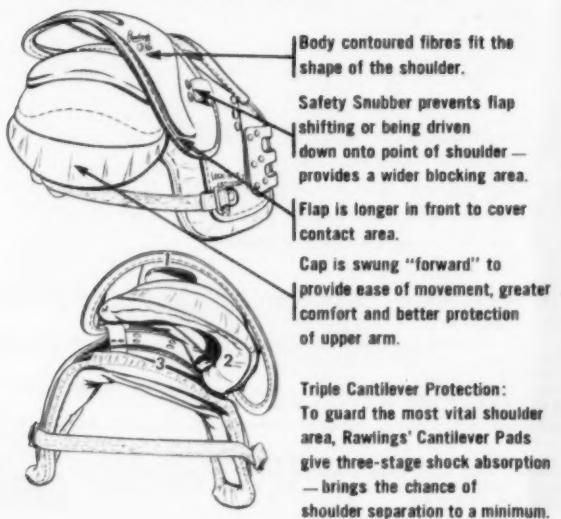
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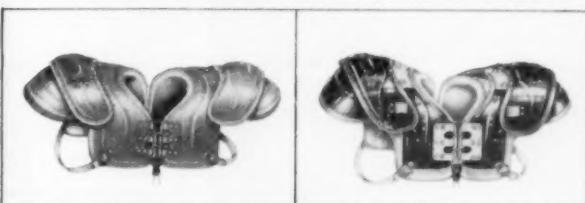
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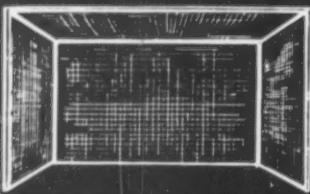
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VOLUME 28 • NUMBER 3 • NOVEMBER 1958

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Taking "The Long Ride Home"

HAVING always considered hand-to-hand conflict, mass hysteria, frustration, and subterfuge as meaty slices of life, we've always wondered why our long-haired novelists have never turned their fancies loose on the world of sports.

You can't tell us that somewhere in all the blood, sweat, and tears of sports competition there isn't an exciting theme or three for a serious opus.

Yet, except for a handful of short stories, contemporary fiction reveals a prodigious paucity of first-rate sports novels. Must be that our longhairs still regard sports as kid-stuff. For whatever sports-noveling is being done is pegged squarely at the kiddies.

However, a little blue cloud appears on the horizon. Earlier this year Bill Heinz, that crackerjack ex-sportswriter, scored a smashing kayo with an exciting boxing novel titled, *The Professional*, and just recently we caught up with a pretty substantial hunk of football literature called *The Long Ride Home*, by Bonner McMillion.

The fact that McMillion's hero is a Texas high school coach immediately intrigued us. But it produced some trepidation, too. We figured it'd be another one of those childish juveniles.

Imagine our delight when we discovered it was a distinctly adult novel. No Frank Merriwell is the hero, Coach Paul Watson. A recognizable type of coach, at turns cynical, mule-headed, even weak, but with it all a pretty good guy, Watson is the type of coach all of us have encountered at one time or another—a young fellow who has tasted success too quickly and doesn't quite know how to handle it.

The book is built around his team's march to the Texas state championship playoff. In tight, highly expert fashion, the author explores the social impact of football upon small-town America—how

frightening football can become when it captures the heart and soul of a community of 10,000.

Tension, cynicism, and indecision wrack Coach Watson until he learns that football can be much more than mathematics and muscle.

Don't get us wrong. We're not claiming the book is a work of art, or anywhere near it. But the author does present—and very penetratingly, too—a lot of provocative thoughts on coaching. Pull up an ear and listen.

Upon his arrival at Coulton High School, Coach Watson is cynical beyond his 29 years. His thinking runs as follows:

Years ago he had realized that there was nothing magic about his touch. He was plain Paul Watson, football coach. He would win and lose, have good seasons, bad seasons. If he emerged, it would be simply because he worked harder and assimilated the game more thoroughly than other coaches.

Football was fundamental arithmetic—a series of rules and lines and limits. It didn't prove anything. Like any sport, it was an endless striving, a burning desire to excel.

It wasn't educating, and you weren't a teacher. You were hired to give the school glory and prestige. It wasn't even fun. It was sweat, grime, toil, pain. It was weight, leverage, strength, timing, and anger and persistence. In football you weren't judged by your handshake or your smile or the way you told a joke, but by how many games you won.

Coach Watson spelling out the meaning of *esprit de corps* to his squad:

Now let's keep one fact in mind. Whatever people say . . . anywhere . . . we're a team, working together, winning together, standing up for one another. If we have a bit of bad luck, if we lose our quarterback, it doesn't weaken us. It makes us stronger, because we're a team. We all work harder. We fill in the gap. Bad luck can't beat us, talk can't beat us as long as we pull together.

The coach, weary under the pressure of winning, speaks his mind to his wife:

... to be honest (football is) not much fun for me, not any more. It used to be back in the little towns when it didn't make a great deal of difference whether the team won or not. Football was just a game then and I was just a man with a job. I did my work as I saw fit and nobody interfered. I used to look forward to the games. I enjoyed watching them. Now I go out to the field, not to watch the game and enjoy it, but to win, knowing that every week more and more people are expecting it. When it gets that big and that serious, it's not a game anymore. It's a hard . . . business.

The coach learns the facts of life about the relationship between the coach and the community:

It was a mistake . . . to have believed that coaching could be an isolated profession. A coach was pressured from all sides, inevitably, because a football team was public property. Even a high school team had a vast corporate outlay—in money, in local pride, in the varied emotions of parents, teachers and players. And as a team succeeded, so did these strictures magnify; the wider its range, the more complex its relationships.

Coach Watson's cynicism comes to a head and he blows his top:

The trouble with me—all coaches . . . is that we're a band of hired assassins. We make big talk about team spirit and winning for the school. But what team? What school? Whichever happens to be hiring us this season. And the truth is, we don't give a damn for the school, the players, the game. All we want to do is win at any price and then move on to bigger and better seasons.

A penetrating word picture of that let-down feeling after the half-time talk:

(Continued on page 35)

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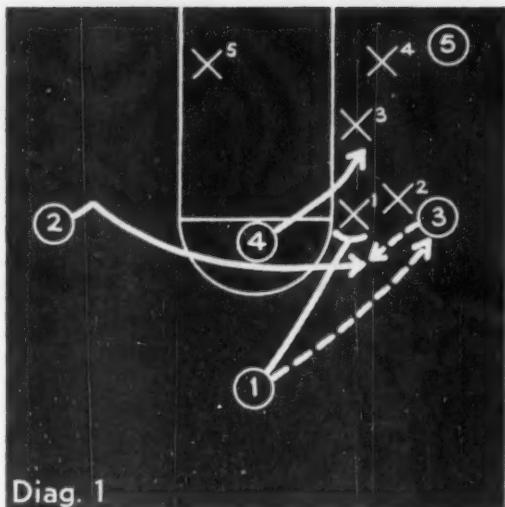
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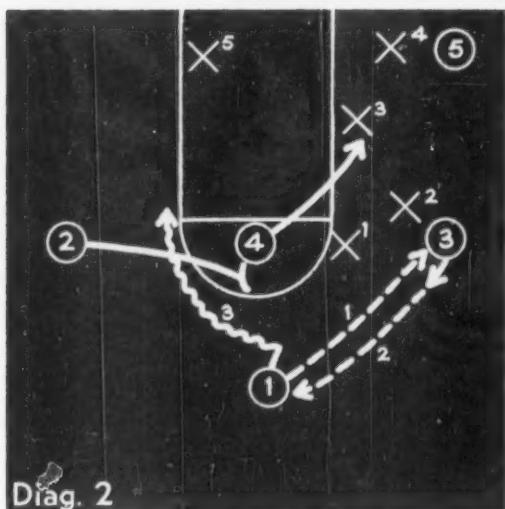
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Diag. 1



Diag. 2

By **GEORGE PICKETT**

Assistant Coach, The Citadel

WITH more and more teams turning to zone defenses, a variety of moves must be developed to get the good percentage shots. Many coaches claim that you cannot screen against a zone defense, as the defenders are playing areas rather than men. But this is not so. You can screen the zone defense, as I will attempt to prove.

Our basic offense against a zone is a 1-3-1 attack. From this formation, we move into many different forms of attack—trying to move the ball well, looking for the good percentage shots, and having our men cut for the open areas in the zone.

In setting up our screens, we don't expect to get one on every move. But we'll call a code for one of our screens and usually get a basket. In setting up these screens, we follow these principles:

1. Screen from the weak-side area (area opposite the ball).
2. Move the ball quickly without unnecessary fakes or hesitation.
3. Make the passes short and quick.
4. Move the ball around the "horn" several times to see how the zone reacts before calling for your screens.

In **Diag. 1**, we collapse the zone to the side. Wing man 3 fakes the pass to corner man 5 and hits weak-side wing 2 coming behind 1's screen, the latter having moved to screen X-1 after passing to 3.

No. 2 will get his jump shot at the free-throw area, which we consider good shooting territory. As he shoots, 4 moves to his left for rebounding. No. 5 covers the right side, 1 rebounds the center, and 2 and 3 assume defensive responsibility.

Before using this particular screen, we move the ball around and try to hit 4 with a pass from the wing man or the base line. This will set up X-1 for the screen, as he'll be sagging to fill the middle.

Diag. 2 shows a similar type move except we free the point man, 1. We again collapse the zone to the side. Wing man 3 fakes hitting 4 and 5 with a pass, then return-passes to 1, who cuts off of 2's screen.

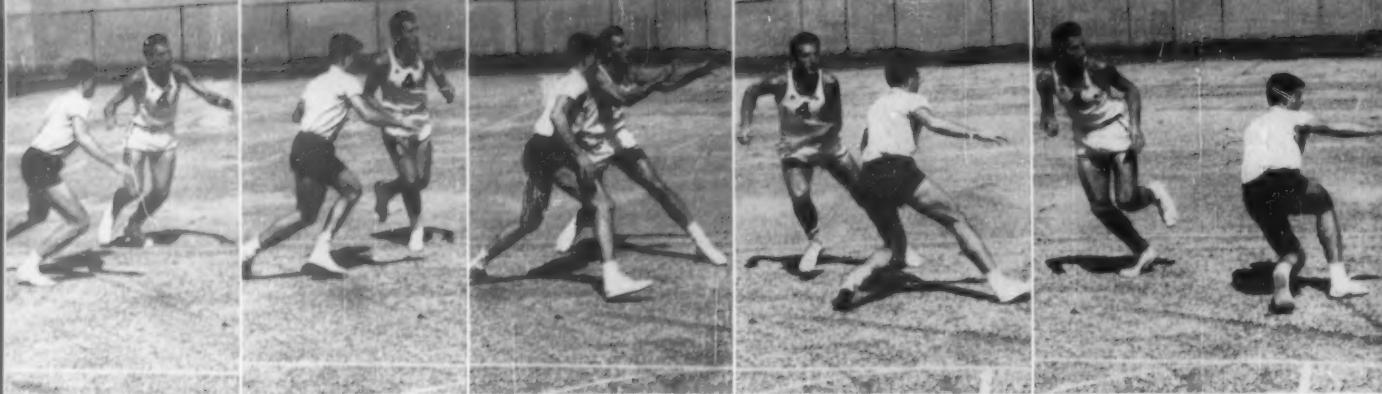
If X-5 comes up, 2 slides through the middle for a return pass from 1. Nos. 4 and 5 also will be in position to receive a pass or rebound.

Diag. 3 shows a play which has proved very suc-

(Continued on page 58)

Screening the

2-1-2 Zone from a 1-3-1 Attack



Give-and-Go Inside

A great stunt against a pressing guard. The corner man starts up the sideline toward the ball. As he

Playing the Corner

THOUGH the variety of offensive patterns is endless, most coaches subscribe to a standard attacking formation. This consists of two back-court men, a pivot, and two corner men.

At one time, the corner men, commonly called the "forwards," weren't particularly offensive threats. They'd interchange positions freely with the guards in a free-wheeling pattern, or stayed put—leaving the middle open for the pivot and cutting guards—to concentrate on rebounding.

This sort of game is passé. Even the term "forward" is out of style. The players up front are called "corner men" and represent terrific

By DOLPH SCHAYES
All-Pro Forward, Syracuse Nats

offensive threats. Tall, strong rebounders, sharp outside shooters, and tremendous drivers, they're expected to contribute anywhere from 25 to 40 points a game, depending on the level of competition.

For corner play at its best, the pro game cannot be matched. That's only natural, since the pros can pick and choose their personnel. They skim the cream of the college crop, drafting with their offensive needs clearly in mind. The colleges can likewise pick and choose. But it's

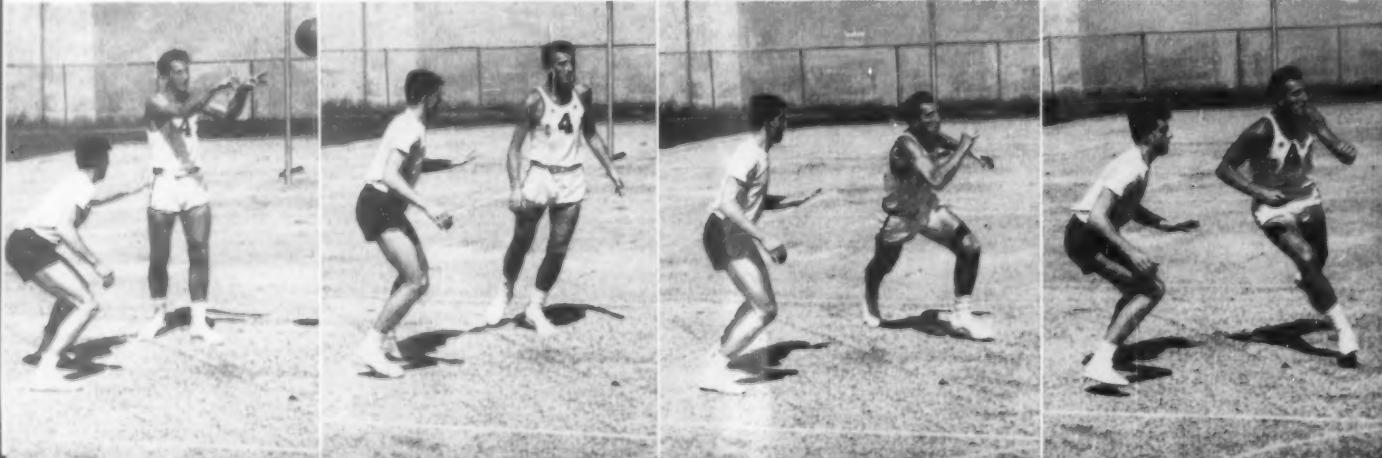
somewhat different in high school ball. The schoolboy coach must take what he can get.

Limitations in personnel notwithstanding, the smart high school coach is always looking for a couple of kids who can work effectively out of the corner. With a squad of little fellows, this may be difficult. The coach may have to resort to a pattern with five moving pivots and much interchanging of positions. But any pattern worth its salt will still have men in the corners, and it will behoove the coach to exploit that position to the utmost.

The ideal physical requisites of the corner men have already been enumerated. Now for the mechanics.

Give-and-Go Outside

The corner man nonchalantly tosses the ball to a back-court teammate, straightens up slowly as if to follow





comes down on his forward foot, he fakes receiving a pass and sharply reverses back to the basket. The

tight guard is left flat-footed as the offensive man takes a leading bounce pass and goes in for the lay-up.

The corner man's first job after possession has been obtained is to get to his position as quickly as possible.

As he breaks downcourt, he should look back for the ball (whenever possible). Since it's the job of the ball retriever to hit him as soon as possible, the corner man must know where the ball is. Otherwise a lot of good scoring opportunities may go by the boards. Or he may find himself being hit on the back with the pass.

The coach should train his backcourt men to look for the corner men. Too many kids don't look up quickly enough, dribble too much, or are content to pass off to the side. As a result, they fail to exploit the breaking corner men to the fullest.

A word of caution is advisable in setting up. Don't locate too deeply in the corner. That sort of handcuffs you. It lengthens both your shot and drive, and greatly facilitates the defensive problem. Set up in a spot which enables you to drive either way, and where a step or two will

bring you to the basket.

Once you reach this advantageous position, the next job is to appraise your defensive opponent. Take the first few minutes to feel him out. Drive on him and see how he plays you. Then try a change of direction.

If he's a sucker for a feint or is a slow reactor, you should have no trouble beating him. If he turns his head, zip! you can go on him all night. If he plays you loosely, then that good shot of yours should come into play.

Note that to exploit all these weaknesses, you simply must have the shot and the drive. If you're amiss in one of these respects, you're dead against a smart club.

If you can't shoot, the opponent will play you loosely; and all your fine driving will avail you naught.

If you can shoot but can't drive, the opponent will come up on you and keep a hand on your face.

From the corner, you can pull almost any individual stunt. (For a fine analysis of the common indi-

vidual maneuvers, see Frank McGuire's article in the October issue.) But certain stunts are basic.

You must be able to drive along the sideline. You must be able to drive to the middle. You must perfect a driving lay-up, a drive-stop-and jump, and a drive all the way in-stop-fake-and jump (going up as your opponent comes down after responding to your upward fake). Keep moving. Remember that your opponent is usually a tough rebounder and you don't want him sluffing off to clog the middle and pick off those rebounds. So keep him occupied. One simple way of doing this is by cutting to the other side and changing positions with the other corner man.

If you're not getting the ball—as often happens for minutes at a stretch—don't sulk or stand still. Help out your teammates with weak-side screens and make up your mind to get your points by strong rebounding.

(Continued on page 60)

his pass, and then suddenly cuts sharply through the middle. If the guard has relaxed for an instant, the

attacker can gain a step advantage—and that's all he needs to go all the way in for a left-handed lay-up.





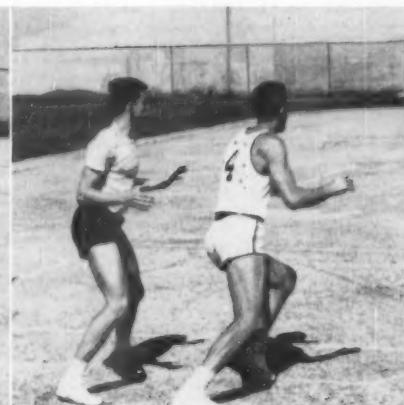
Drive Through Middle

Schayes' greatest play. From the corner, he fakes inside to move his man over a bit, then drives power-



Buttonhook and Jump

Driving full-speed from the corner, Schayes "busts" into the close-range basket area, then sharply button-



Buttonhook Up-Down-Up

As before, Schayes buttonhooks upon reaching the basket area. Again he's hit with a pass from outside



Buttonhook Up-and-Under

A devastating third move in the buttonhook sequence. Upon being hit with the outside pass in the basket



fully on the outside. As he approaches the basket, he throws all his weight and power inside, literally

forcing his way in. Note how nicely he protects the ball with his front shoulder and body on the lay-up.



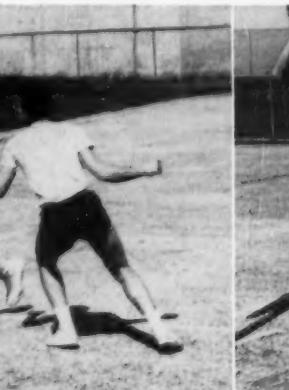
hooks. This move invariably sheds his guard, at which point he's quickly hit with a pass from outside.

Schayes then pivots toward the basket and goes up for a jump shot. As you can see, the shot can't be blocked.



and turns quickly for a jumper. His guard, suckered by the first play, immediately goes up to block the shot.

But this time Schayes holds on to the ball, waits for the man to come down, then goes up for the jump shot.



area, Schayes turns and fakes his jumper as before. As his guard commits himself ceiling-ward, Schayes

drives under him with a long dribble close to the floor. Another big step brings him in for the lay-up.

Xavier's Moving Offense

Against the Zone

IN EXPLAINING our moving offense against various types of zone defense, we'd like it fully understood that it has been successful only because of our fine personnel.

During my earliest playing days and almost ever since, I've continually heard the vouchsafement: "To beat a zone defense, fast break against it first; and if you don't score, shoot over it. If you're hitting, you'll win."

This hoary piece of advice put me in a lot of trouble as an assistant coach, so that the subjugation of the zone became my first goal.

Like all other basketball coaches of the early 40's, I started with the very sound and basic principle of overloading the zone. This formation was called the "diamond" offense because of the natural diamond-shaped deployment of the players (Diag. 1).

We placed our best passer and defensive player in the 1 position, and our forwards in the 2 and 4 spots. In position 3 we had our center, and in position 5 our second best rebounder.

We operated under one major

principle: that we could move the ball faster than the zone defense could shift and adjust itself. So naturally, all our passes were short and with great speed.

Our only movement of personnel was as shown in Diag. 2. Here we formed our "diamond" on the opposite side of the playing floor. This alignment is now generally called the 1-3-1 offense, and some coaches employ it against both zone and man-to-man defenses.

For several years, this simple operation, which also was being employed by many other coaches, afforded a sufficient weapon to conquer the zone defenses. At least it eliminated the principle of "shooting over" the defense. It gave us a closer shot at the goal, which naturally increased our shooting percentage.

Some two or three years ago, however, new problems raised their horned heads, and it became apparent that additional scoring options had to be added. We felt that an offensive adjustment was necessary because zone defenses had begun adding new defensive movements.

We observed that the defensive

men were "punching" the ball much more than before. That the defensive men, both to the right and left of the man with the ball, were "punching" or crowding the offensive man. The defense was shutting out all possible outlet receivers. Because of this, we added new movement.

We feel our new pattern is a natural movement that keeps the individual defensive man honest and offers us definite scoring options.

Diag. 3 shows our first pass and movement, which we hope opens the area for our first scoring opportunity. No. 1 passes to 4 who passes to 5. Immediately after 4 passes to 5, he cuts directly toward the goal. If open, 5 returns the ball to him for a crip shot. If 4 doesn't get the ball, he continues on across the floor as shown.

On our next scoring option, 3, our center, first looks to see if the area straight down the lane is open. If so, he drives for a pass from 5 (Diag. 4) for the easy shot.

If, in first looking, center 3 sees that the lane area is closed, he moves out to the area first occupied by 4 (Diag. 5).

At this same moment, 5 passes to



Defense

3. While the ball is in flight, 2 drives into the keyhole area, which 3's movement has forced open. If 2 is open, he receives a pass from 3 for a nice shot around the free-throw line.

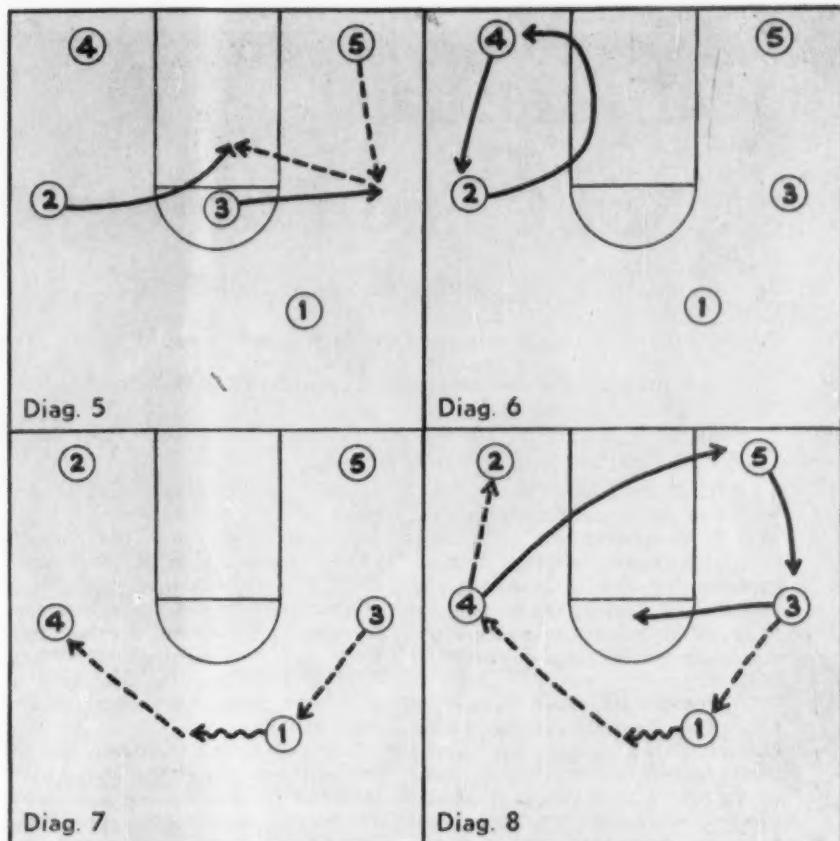
If the defense has recovered and 2 is not open, he continues on to the baseline to replace 4, who in turn replaces 2 to retain proper team balance (Diag. 6).

When 3 sees that a pass to 2 is impossible, he quickly passes to 1. Then 1 takes a three- or four-bounce dribble toward the opposite sideline (Diag. 7).

From this, we generally find that we have only one defensive man between 4 and 2. So immediately 1 passes to 4, who can easily observe the action of this back-line defensive man. This defensive man must play one; so naturally, whichever man is open (2 or 4) takes the 10-foot shot.

If neither 2 nor 4 has a scoring opportunity, 3 returns to his starting position on the free-throw line and 5 moves to the area vacated by 3.

In case neither 4 nor 2 is open, we again start our moving continuity against zone defenses. The left side 4 passes to 2 and drives toward the



basket area for a possible return pass, etc. (Diag. 8).

Coaches studying this moving offensive pattern always express fear about having only one man back for defense. This has never been a great problem, perhaps because we've placed the four offensive men rather deep, forcing the defense also to pull back to properly control this action.

We've also found that this moving pattern forces the defense to play us about half-zone half man-to-man, being continuously midway between the two defensive actions.

During the 1958 National Invitational Tournament, we played a zone defense for a portion of each game. During these intervals, our players did an excellent defensive job. We believe that their personal effort and desire played the major part. But we also feel that after months of defending our moving pattern in practice, it became much easier for them to cover a normal pattern in a game.

These ideas or theories can only become effective with excellent per-

sonnel. Here at Xavier University, we have a very high type boy on or off the floor, and we're thankful for the keen desire and ambition they've displayed in putting these moving offensive ideas into practice.

(Ed. note: Other helpful offensive hints in attacking a zone defense, as culled from *Holman on Basketball*:

1. Passing . . . must be short and snappy.
2. Avoid cross-court passes.
3. Don't stand still . . . Keep the ball moving and keep the players moving. . . . Occasionally dribble in toward the basket to draw the defenders to the ball, and pass off quickly to an unguarded teammate. . . . you must spread properly.
4. Don't rush the set shots.
5. If the defense tries to tie you up, look for the pivot man or a safety.
6. Be ready to shift from offense to defense to counter your opponents' fast break.)

By **JIM McCAFFERTY**, Coach Xavier University (Cincinnati, O.)

Champions, 1958 National Invitational Tournament

15 Essentials of Game Strategy

*Careful planning and imaginative tactics will enable
you to obtain maximum results from the material at hand*

WHILE it's axiomatic in sports that power cannot be matched by weakness, it's sometimes possible to defeat a slightly stronger opponent by careful planning and imaginative strategy. Following are 15 essentials necessary to secure the maximum results from the material at hand.

1. Prepare for Each Game at Least Two Days Before the Actual Contest. Call a meeting and have a skull session. Discuss your opponents, review their record, past and present; analyze their offensive and defensive patterns.

If your game is away, check your opponents' court for any oddities. It may be long and narrow, short and wide, have a low ceiling, etc. Next, try to simulate these conditions on your own court by drawing corresponding lines or by having your players shoot on a line. The idea is to get your players used to the conditions they'll have to face.

2. Know Your Opponents. By this I mean, you should scout them at least once. The more you know of your opponent, the better you'll do against them. Offensively against man-to-man, you should know what pattern the opponent will use, who are their best scorers, and whether they use a fast break.

Particularly notice from where they do most of their shooting and scoring. Do they shoot from the outside or are they deadly from the inside? Around the key? Do they use a single or a double pivot?

Against a zone defense, what formation does the opponent use? Does he overload . . . or employ a 1-3-1 . . . or a rotating 1-3-1?

Next, defensively, you ought to know whether the opposition will use a zone defense, a man-to-man,

a press, or a combination of all three. What kind of zone will they use: 2-1-2; 2-3; 1-2-2; 1-3-1; 3-2? Is their man-to-man defense effective? Who are the weak defenders, and the head turners? Is their man-to-man aggressive or do they fall back and clog the middle? What kind of press do they use: Is it a full-court press, three-quarter, or half-court?

The day before the game should be spent going over the above material on the court using your jay-vee players to act as the opponents. Make sure your players run through their jump-ball and out-of-bounds plays.

3. Match-ups. Your scouting report will aid in making your match-ups. If you're going to use a man-to-man defense, the main feature will be height and speed. These two factors will constitute your measuring rods. Match your players according to height or the next approximate height and the very important factor of speed.

A player of yours may have the exact height, but not the speed to stay with his man and here's where you have to make the necessary adjustments. If the height is about even, put your best defensive star on the offensive star of the opponents.

4. Getting Players "Up". Both you and your players should realize that each game is important and that you can only play one game at a time. Many superior teams have been upset because they were looking forward to a traditional rival or a stronger opponent. Not being ready mentally could result in a defeat.

Young players, particularly of high school age, have a tendency to minimize or under-estimate their

foes. Here, again, it's up to the coach to prepare his team by going over the strong and the weak points of his opponents. You must have your players ready for any eventuality . . . which brings us to another point.

5. Have Alternate Offensive and Defensive Plans. The day or so before the game, it's important to inform and instruct your players of alternate plans. Offensively, let's say, you're using a 2-out 3-in pattern and the defensive team is jamming the middle and preventing your screens from operating properly. On your signal, the boys should be able to switch automatically to a 3-out 2-in pattern, thus opening up the middle and allowing your men to drive.

Another good maneuver would be to take your opponent's big men away from the boards by bringing them outside, thus affording you a better chance of offensive rebounding (where your opponent is using a man-to-man defense).

Defensively, be ready to use three distinct defenses: (1) man-to-man; (2) zone, and its various formations; (3) press.

If your opponent is using a good screening pattern and your men are being picked off, it might be wise to switch to a zone. As for the type of zone, it may be necessary for your team to know several different formations, because certain zones are designed to offset a particular attack.

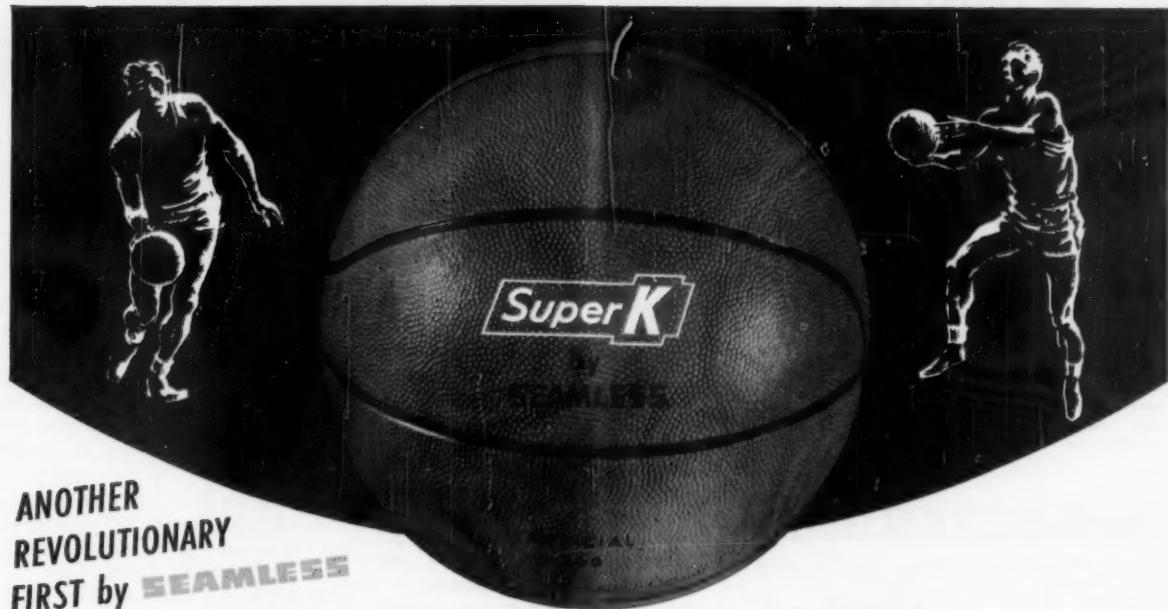
An example of this would be the following: You're using a 2-3 zone (which is vulnerable in the middle and sides) and your opponents are hitting from those spots. Obviously you may have to switch to a 1-3-1 in order to cover those areas. You may also throw a "press" against your opponent just for a change of pace.

Maybe you may never have to use all these maneuvers, but it's certainly sound coaching to have these moves up your sleeves.

6. Protect Your Stars. Ken Loefler, while coaching at LaSalle, often protected his star, Tom Gola, by a change in defensive technique. When Gola picked up three or four quick personal fouls, LaSalle would immediately go into a 1-3-1 zone.

Gola, being the middle man of the 1-3-1, would concentrate on rebounding, therefore incurring less

By LOU CARNESECCA, Asst. Coach, St. John's University (N. Y.)
(Formerly at Archbishop Molloy High School, N. Y.)



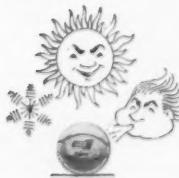
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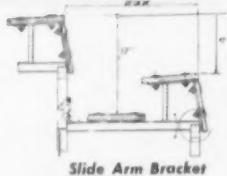
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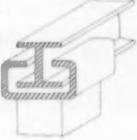
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of a chance of fouling. This could be an excellent move for you to protect one of your star players who's in danger of fouling out.

Another good maneuver would be to change your star's man-to-man assignment. Let him play a man not as difficult to guard, or a non-shooter.

7. Substitutes. The longer you coach, the more significance must be given to the old adage: "A team is as good as its substitutes."

During your pre-game preparation, make sure your immediate substitutes go through the entire practice procedure with your regulars. Try to anticipate an important star being benched for a period of time because of fouls and have your team practice without him.

In this way, all the players may become accustomed to one another. It's to be taken for granted that the substitutes know all the plays and are accepted by your regulars.

8. Substitutes, in Game. Some coaches in the heat of a game forget to use their substitutes wisely. It's a good idea to get your first or second substitutes into the game during the first half, when a mistake may not be too costly.

It's rather unfair and tough to put a sub in during the final minutes of the game. Coming in cold he may be more prone to throw a bad pass or rush a shot, or miss a defensive assignment. On the other hand, if he has already been in the game, he may not be as tense and nervous.

9. Time-Outs. Time-outs should be prescribed by a coach in the same way a doctor prescribes medicine. They should be called sparingly. It's important to save two or three time-outs for the last few minutes of the game. They should then be called in order: (1) to protect a lead when being pressed or tied up in your freezing game; (2) to put in a substitute late in the game; (3) to set up a last minute planned play.

10. Planned Play. During your pre-season training, take a little time from each practice session to go over a last minute play. These plays should have several options or variations. Each should be exact in its execution and run off in the minimum of time, since there may be only seconds in which to use it. If at all possible, the play shouldn't be too detailed and intricate.

11. Surprise Moves. If you can possibly hold off, it's wise to spring your surprise offensive or defensive move in the second half. During half-time, an opposing coach may have time to diagnose and prescribe

the proper offensive and defensive switches. During the second half, on the other hand, he may not have enough time to analyze your style and convey the changes to his players.

12. Make Opponents Play in a Way to Which They're Not Accustomed. It's a very sound coaching principle to make your opponent's play what they're not used to practising. Examples of this principle are:

(a) Press a green, inexperienced club. An inexperienced club that hasn't practised against the press consistently will tend to throw the ball away and commit violations. Besides, the press will throw them off balance and force them to rush their shots.

(b) Slow down a fast breaking and anxious team. If you cannot match a team with speed, the best way to operate against them is by slowing down your offense, even if you have to walk the ball. The more you hold the ball and play for good shots, the more anxious your opponent will become. Consequently, they'll commit defensive blunders and foolish fouls.

(c) Run against a big, slow team. A team composed of big, slow men usually likes to play a control game and usually doesn't enjoy running. If you can get a club of this sort to play your running game, you'll force them into playing a hurried game. Unless they've been trained in fast-breaking techniques, they'll lose the ball on bad passes, violations, and forced shots.

13. Arrive One Hour Before Game Time. It's an excellent policy for you and your players to report to the dressing room one hour before game time. This furnishes ample time for you to check those who need taping, check the proper uniforms, and go over your last-minute pre-game reminders.

Games have been lost because of a player arriving late and rushed into uniform, thereby missing a proper warm-up and having his entire game thrown off-balance. Another good feature of arriving early is that it enables you to observe your opponents warm-up.

14. Pre-game Warm-up. I like my players to warm up for about 15-20 minutes. The first few minutes are spent getting used to the backboard. Next, we start our lay-up drill down the left, right, and middle. We then follow this by taking jump and set shots from various spots, during which time our first seven or eight men take their foul shots alternately. We like them to

(Concluded on page 54)

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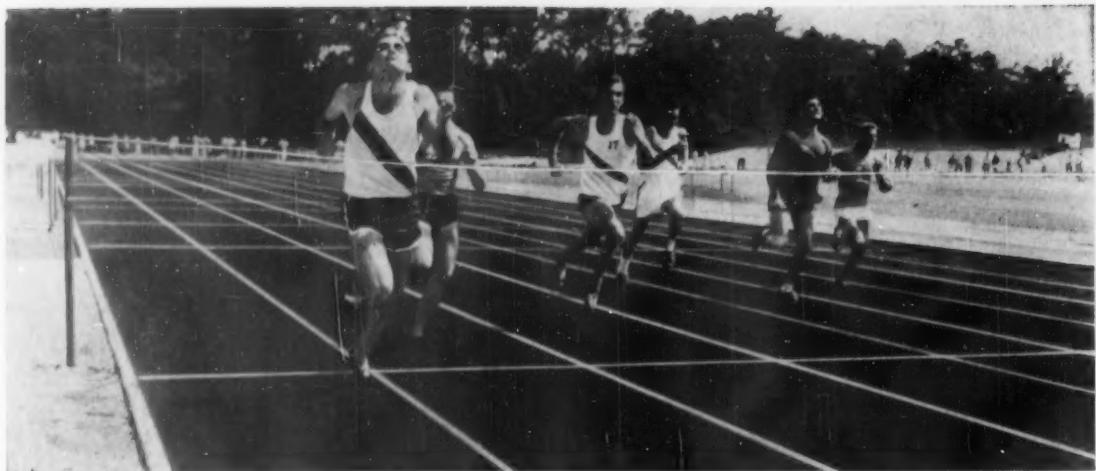


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This handsome "Grasstex" track provides a fast, true non-skid surface that takes both spikes and

rubber-soled shoes, reduces maintenance to a minimum, and permits outdoor work all year long.

Florida's Asphalt-Composition All-Weather Track

An all-weather, quarter-mile outdoor running track at the University of Florida, created from a fibrous, resilient asphalt composition called "Grasstex," represents the *ne plus ultra* in track surfacing. Designed by Coach Percy Beard, the oval was opened in May 1958 for the Florida High School State Meet and came through with eight records!

Coach Beard reports that the surface created a psychological hazard when first viewed, but that this fear vanished when the surface proved its secure footing. Many of the runners liked it so much they discarded track spikes and used rubber-soled shoes.

With its all-weather properties, the Grasstex surface will enable mid-western and eastern trackmen to work outdoors in the winter and early spring when the weather normally would force them indoors.

"The material used for surfacing the Florida track is quite similar to that used on hundreds of tennis courts," asserts K. N. Cundall of American Bitumuls & Asphalt Co.,

manufacturers of the product. "Grasstex" surface has many advantages, including:

1. The asphaltic composition can be placed over materials already on the ground when stabilized with asphaltic emulsions.

2. Maintenance is inexpensive.

3. Lanes can be striped permanently in various colors, which also augments "lane identification."

4. With rubber-soled shoes, "Grasstex" has a non-skid quality that enhances footing and minimizes any degree of side-slippage.

5. "Grasstex" is sealed into the running strip so that each lane offers the same performance-potential.

6. Trackmen like the surface, which is never spongy like cinders or clay after a rain.

Prior to building the quarter-mile strip, tests were made to determine the durability of "Grasstex." One experiment involved covering a concrete ramp from the football field to the dressing room. When the covering took the rough treatment from the cleats, it was felt

that "Grasstex," properly sealed, would hold up under track conditions.

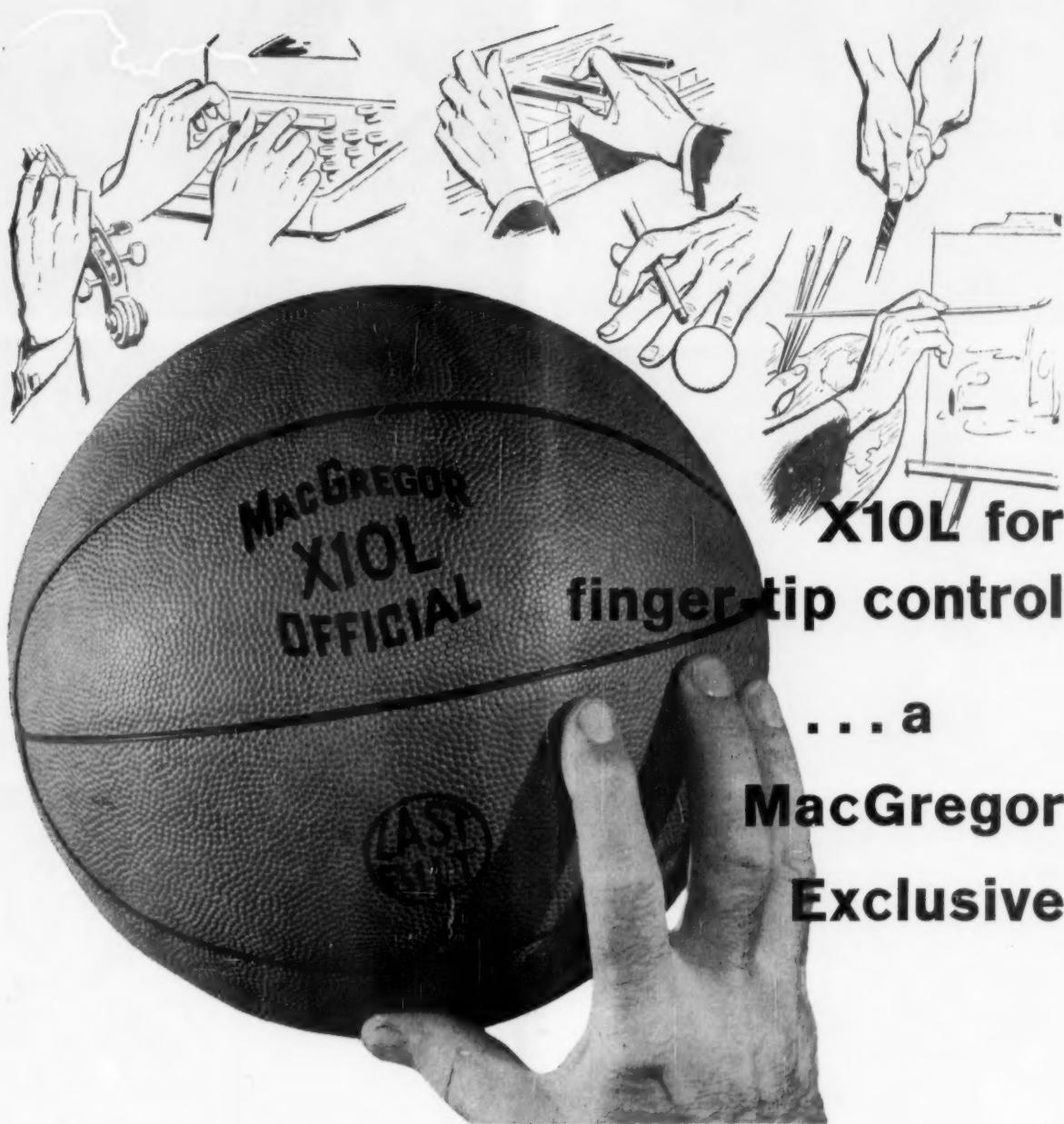
The new track reacts very well to spikes. The shallow holes (made by spikes) in the composition close up as other holes are made elsewhere. It's something like sticking pins into bread dough; the holes close automatically without sticking to the spikes.

While no predictions are being made whether every runner will or won't use spikes on such a track, it's safe to say that a new type of track shoe will be created—something like thin circular rims projecting about 1/32". This unit or rim will create indentations, but just deep enough to give firm traction. The total result should be a split-second more speed for the runner. Special rubber shoes may eventually replace spikes altogether.

In constructing the track, the base course was designed to use material that was in place on the site. This sand was well-graded and had a Florida bearing value of approximately 41 pounds. To obtain a flexible, water-resistant and durable base, it was decided to use a Bitumuls emulsified asphalt sand mix on the rich side to provide extra life.

After tests of material and design work, a 4-inch Bitumuls Sand Mix was selected. For a final levelling to desired grade, a Slurry Mix was used on depressions of less than 1/4 inch.

The entire surface was sealed with
(Concluded on page 26)



Artistry in basketball is expressed through finger-tip control. It is the reason why so many scoring records have been established with the X10L basketball.

The MacGregor X10L is the one basketball with the in-built "feel" that gives players finger-tip control . . . the perfect ball for today's fast-moving game.

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the same . . . in feel, in weight and size, in rebound, in play-ability, in long service life.

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GIVE-AND-GO

An indigenous adjunct of spontaneous Eastern-style basketball, the give-and-go can be worked anywhere in almost any situation. In this particular instance, as demonstrated by the crack North Carolina team, the far removed player (Tommy Kearns) starts dribbling to his right. As he comes down on his right foot, he slips a push-bounce pass to his teammate, and sharply reverses direction. A sharp cut gives him a step edge on his guard, in perfect position for a lead pass from the ball-handler. This exemplification of the play also works devastatingly against a pressing guard—the sudden change of direction and cut breaking the man loose immediately.

Intensive Coaching Through Ten-Man Half-Court Drills

BASKETBALL coaches spend much time emphasizing and sometimes overstressing "what" to teach their pupils. Perhaps better results can be obtained by placing equal emphasis on "how" to teach.

Recent articles in *Scholastic Coach*, particularly by Fred Schaus of West Virginia U., and such recent books as Garland Pinholster's *Encyclopedia of Basketball Drills* have begun to explore this idea of "how" to teach by dealing with the organization and most effective use of the practice session.

By giving as much thought to the ways of presenting materials as to the materials per se, coaches may find that the improved techniques of communication will achieve better results.

One of the best methods of coaching basketball is through the half-court drill technique. Employing an offense unit and a defense unit within the confines of half the court provides a highly manageable and effective teaching device.

First, all players are within range of voice—the 10 players on the first two teams and the rest assembled around the half-court area. If you're working with 20 players, the remaining 10 can use the other half-court after the major points have been demonstrated and run through on the original half-court.

Secondly, you can focus on the detail to be learned without the handicap of the blurring speed of scrimmage. It's far easier to stop play (to demonstrate techniques) in the half-court drill than in a scrimmage. The actual performance situation is under greater control, for the players are concentrating on a given point; they're not spread out over a 90-foot area and they're not moving so quickly that a whistle to halt play will involve subsequent movement which might blur the given play situation you wish to demonstrate.

Third, the half-court drill permits effective simulation of scrimmage and game conditions. We begin with

a slow run-through, even a walk-through of the pattern we wish to teach, and then increase the tempo of action. At times the half-court drill can be used under competitive conditions, with possession of the ball and continued offense as the prime prize.

Fourth, this drill allows the players to keep in motion while learning. Whether the detail to be learned is an offense or defense maneuver, the defense has an opportunity to study the offense as they defend against it and the offense can learn quickly the types of defensive stratagems that will be brought against it.

When the positions are reversed and the defensive unit takes the offense and the offense goes on defense, they continue studies of the pattern. Thus, both units have the opportunity to learn the basic plays and patterns within a relatively short period of time. In the event a substitute is needed for either of the units, under game conditions, the players have already been prepared for the emergency.

The half-court drill also stresses learning by doing. Some coaches frequently begin practice sessions with warmup drills of various techniques. Then they bring all movement to an abrupt halt while they lecture for the next 20 or 30 minutes on a given topic. The players become stiff as they sit and listen. And following

the lecture, the players must go through a new set of limbering-up and conditioning exercises before they're loose enough to scrimmage.

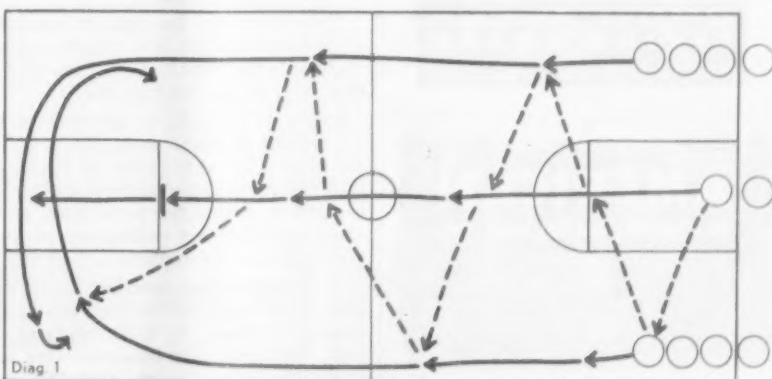
With the half-court drill technique, the players learn by doing. While they're on their feet, the demonstration of a tactic may be given or the particular maneuver may be analyzed—and then the drill can be continued with the players running through the tactic just demonstrated.

We generally employ the half-court drill technique during the first hour of the practice session. We use it after the opening conditioning drills and prior to court-length scrimmages. It's our hope that the scrimmage sessions will reinforce the knowledge gained from our half-court drills and put the information secured into direct use. Thus we move from the microcosm of the teaching situation to the macrocosm of the activity.

In the typical first hour or 75 minutes of our practice session, we generally utilize several offense drills which tend to combine technique with overall conditioning.

We may begin with 3-man fast breaks in which the squad is deployed into three columns (Diag. 1). The ball will be bounced off the backboard, seized by the middle man and pitched out to a wingman.

Using two-handed chest passes made with the tips of the fingers



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from extended arms, the ball is quickly worked downcourt by the two wingmen and the center. The ball always moves from the center to the side and then back to the center. No cross-court passes are permitted.

When the trio hit the far foul line, the center stops his momentum as the two wingmen converge at a 45° angle toward the basket. One of the wingmen will go in for a layup on a pass from the center. The other wingman will continue out to the other side of the court and prepare for a return fast break movement down the court.

The wingman who went in for the layup will continue his motion and move to the side of the court opposite his fellow wingman to also prepare for the return downcourt. The center, after a brief pause at the foul line, will continue in to retrieve the layup, turn, and begin the short passes to the wingmen.

This drill is a good conditioner—preparing players to run the length of the court—and a good teaching device in developing the big men's skill in pitching out to the wingmen (from underneath) and passing on the fast break while in motion.

Next we'll have the players go through a dribble drill in which they're required to go the length of the court and back, making a layup at each end. The drill may take the form of a relay in which each of the players in several units may dribble around a number of chairs and then drive in for a layup.

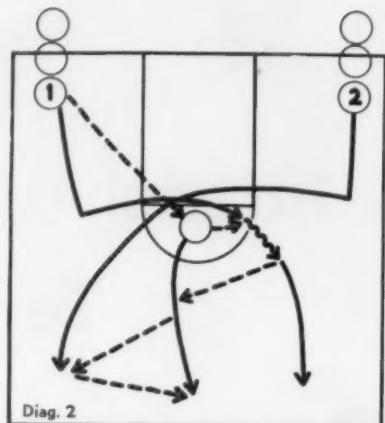
Following the first layup, they must return via the same route—dribbling around the chairs in their respective lanes—and make a second layup before passing the ball to their teammate.

Or, they may practice a long dribble downcourt, hotly pursued by an opponent, make a sudden stop and feint to permit the opponent to go by, and then take the layup. On the return trip, it's the turn of the "outfeinted opponent" to dribble down the court and try it against his erstwhile opponent.

Two pairs can be kept in motion on the court, with the players constantly being repaired and re-shuffled to prevent "buddy-ititis."

In our third drill, we generally try to include a pivot man. This drill develops the techniques of passing into the pivot, the different methods of cutting around the pivot man, and the proper passing techniques of the pivotman to the cutters.

Here again any number of drills may be devised. We've used the drill shown in (Diag. 2) with much success. We form two columns, one at each side of the court, with two or



three pivot players in a column at the foul line. Player 1 will pass the ball to the pivotman via bounce, two-hand chest, baseball or hook. Then players 1 and 2 will slice around the pivot, timing their cut so that 2 will just shave by 1.

The pivotman will feed 1 or 2, turn opposite his pass, and then continue downcourt as the middleman on the fast break. After the layup is made, the ball is returned upcourt via a bounce pass and the returning players to the rear of their respective columns to await their next opportunity.

Note that players 1 and 2 do not run in straight lines before cutting. They move two or three steps in one direction before beginning to cut. In the meantime, the pivot man has moved in to the ball to gain possession.

We generally supplement each drill period with a defensive drill. Thus we may put the players through a drill stressing proper individual defensive skills or tactical defensive situations such as 2-on-1 or 3-on-2 or the like.

Immediately following the drill period, we begin our half-court drill sessions. We select our offense and defense units and begin the teaching of team patterns. On a given day, we may teach five moving pivots offense against a man-to-man defense. We may begin by developing three basic team maneuvers, employing a 3-out and 2-under pattern.

In our first maneuver (Diag. 3), player 1 passes to 2, comes behind him to receive a soft return over-the-shoulder pass, then throws a sharp bounce into the corner to 4, and follows his pass by cutting around 4 into the basket.

Player 2, after passing, moves his defensive opponent away from 1's passing lane by cutting toward the corner occupied by 5.

Player 4 takes his man one or two
(Continued on page 52)

Action at Arcata . . .



They began with one **NISSEN TRAMPOLINE** 6 years ago

What has happened at Arcata High School, Arcata, California, is significant of the trend toward Trampolining in schools and colleges throughout the world. Six years ago, one Nissen Trampoline was introduced as an activity in the boys' program. Today, as shown above, Arcata High School teaches coeducational Trampolining using six Nissen Trampolines. In addition, several Nissen Mini-Tramps are used as gymnastic take-off boards.

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stitute for NISSEN quality and years-ahead design.

Nearly 8,000 schools and colleges have improved their physical education programs with Nissen Trampolines. If you haven't introduced Trampolining into your physical education program, write today for free lesson plans, new Nissen catalog, and the complete story on the Trampoline program at Arcata High School. **NISSEN TRAMPOLINE COMPANY**, 200 A Avenue, N. W., Cedar Rapids, Iowa, Dept. E-2.

If it isn't a **NISSEN** *it isn't a* **TRAMPOLINE***

*Reg. U. S. Pat. Off.

By EDWARD JEREMIAH

Ice Hockey Coach, Dartmouth College

Ice Conditioning for Hockey

MY PREVIOUS article, "Land Hockey," explained how a coach can help prepare his team before the ice cometh with a running game which conditions the players physically and mentally by applying sound fundamental hockey principles and play reviews.

During the Land Hockey conditioning and before the ice cometh, it's wise to give the players the following pre-season warnings:

1. Personally check equipment thoroughly for adequate padding and protection.

2. No touch-football, basketball, volleyball or skiing because of the possibility of ankle injuries.

3. Rub baby oil or cold cream or rubbing alcohol on the foot-lacing area to prevent skin chapping. Apply "skin toughener" to foot-lacing area.

4. Insert cotton batting or sponge rubber under the shoe tongue to prevent lace soreness.

5. Report and treat all cuts and bruises.

6. Report glands soreness and swelling in the groin and underarm, as these are danger signals of internal infection or strain.

After the ice cometh, the following schedule of ice conditioning may be used. This schedule is based on a two-hour practice session.

I. Practice Schedule for First Three Weeks of Ice Conditioning

1. First Three Days Practice schedule

(a) 15 Minutes of informal shinny. This "fooling around" period breaks in the skating muscles gently and naturally. Warn the players against any sudden stops, starts or turns that might aggravate the groin.

During this 15-minute period, keep the goalie out of the cage but hang a shooting board on the cage for the players to shoot at and tell the players to practice their back-hand shots. Have the goalie skate, bend, twist, kick-split, and skate save very cautiously, so that he breaks in his goal tending muscles gently.

(b) 15 minutes of shooting at the

goalie. When "warming up" the goalie at the beginning of practice and before a game, advise players not to shoot any back-handers because of the danger of injury. Also, advise the goalie not to make any sudden twists, kicks, splits or skate-saves during these early season workouts as a precaution against groin injury.

(c) 1 1/4 hours of 3-on-2 play drill. Have the three forwards come down on the two defensemen and goalie, practicing their various plays. Warn the players against any sudden starts, sudden stops or sudden turns when drilling plays and checking back.

(d) 15 minutes of huge figure 8's. Have the squad start in the center of the rink and skate around both cages and cross over in the center zone. The figure 8 route forces the players to cut both ways and thereby improves their cutting ability.

(e) Dismiss the squad.

2. Second Three Days Practice Schedule

(a) 15 minutes of informal shinny.

(b) 15 minutes of shooting at the goalie (no backhanders).

(c) 30 minutes of 3-on-2 play drill.

(d) One hour of scrimmage (without bodychecking). In these early season scrimmages, warn the players against sudden starts, stops and turns. During scrimmage, backhand shots should be used.

(e) Six huge figure 8's around both nets.

(f) Dismiss squad.

SECOND-THIRD WEEKS

3. Second and Third Week Practice Schedule

(a) 15 minutes of groin-tightening skate drill; puck control drill; backhand shots on the shooting board; and right-back pass drill.

Starting with the second week of practice and throughout the season, the first 15 minutes of practice is devoted to (1) groin-tightening skating drill, (2) puck-control drill, (3) backhand shooting on the shooting board, (4) right-back pass drill.

In the groin-tightening skating drill, all players, including goalies, propel themselves around the rink about 5 times by forcing their skates out as far as possible and then pulling them back in slowly and deliberately so that the adductor or inner thigh muscles are forcibly brought into play, thereby conditioning the groin muscles.

PUCK-CONTROL DRILL

In the puck-control drill, each player is given a puck and he skates around the rink about 6 times taking quick-wide-lateral dribbles and forward-backward dribbles. The object is to get the feel of the puck and learn how to keep absolute control of the puck as the player approaches imaginary opponents.

In the right-back-pass drill, the players pair up, skate the length of the rink feeding-jumping and passing back, and try to score on the goalie.

(b) 15 minutes of shooting at the goalie (no backhanders).

(c) 30 minutes of play drill. Each day something different is reviewed during this period, such as basic plays, power plays, defensive assignments, special work with goalies and defensemen, and special drill on fundamentals.

(d) 45 minutes of game scrimmage (with bodychecking, sudden starts, stops and turns and back-hand shooting).

(e) 15 minutes of starts and stops (without sticks). Practice is concluded with this excellent conditioning drill which starts at one end of the rink, with the players spread out across the rink, and terminates at the other end of the rink. The players start and stop on a whistle.

This drill really toughens and conditions the skating muscles, provided the players skate with short, hard pumping strokes and then come to an absolute stop before starting again on the whistle. Be sure to excuse players from this drill if they have muscle pulls or groin strains. Vary the stops and starts with backward skating or figure 8's around both nets.

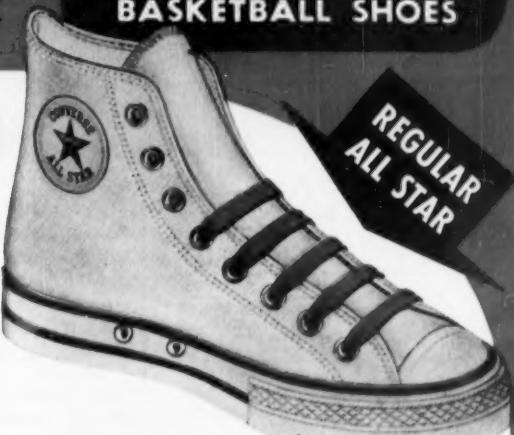
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(f) Dismiss squad.

After three weeks of practice on ice, the team should be in good physical and mental condition because of the three weeks general review and practice covering every offensive and defensive phase of the game.

The practice plan thereafter follows:

II. Regular Daily Practice Schedule After The Third Week of Ice Conditioning

15 Minutes:

1. Groin-tightening skate drill (5 laps).

2. Puck-control drill (6 laps).

3. Backhand shots on shooting board.

4. Right-back pass drill.

15 Minutes:

1. Shooting practice at goalies in both end zones (no backhanders).

2. Defensemen, after 5 minutes of shooting practice, report in the center zone, pair off and without sticks practice bodychecking, hipchecking, fast pivot turns, and guarding against cut-back angles.

30 Minutes:

1. 3-on-2 play drill on team's

basic plays.

2. Power play drill.

3. Breakout play drill.

4. Special drills (defensive assignments, goalie-off play, ragging-the-puck, floater play, etc.) Note: Because it's impossible to cover all the above drills in 30 minutes, a few different ones are reviewed each day.

60 Minutes:

1. Regular game scrimmage with bodychecking and backhand shooting. Note: After a goal is scored during scrimmage, face the puck off at the special spot so that the defensive team can review its defensive assignments and "break out play" assignments; and, in addition, the offensive team can sharpen up its forechecking, power play pressure, and scoring tactics.

2. Dismiss with 6 huge figure 8's around both nets.

III. Special Day Before Game Practice Schedule

Practice on the day before a game is the same as regular practice except that scrimmage is cut down to 30 minutes and play drill is increased to 60 minutes.

age. 1" square weep holes 2' apart

are provided through the inside curb draining into storm drains 90' apart along the inside curb.

Runways: For broad jump and pole vault—same surface as track; for high jump—same as base only (no Grasstex); for javelin—same as track; circles—concrete.

Other features: All lines permanently painted. Brass tubing sunk flush with surface to accommodate starting blocks. Identification of various marks stenciled on track. Different colors used to prevent confusion. A grass warm-up path 6' wide with curb around inside.

Cost: Exclusive of curbs—base, \$1.60 per square yard; Grasstex surface, \$2.60 per square yard. Considerable saving can be effected on curbs by laying the asphalt first—wider than the finished track width—then nailing down 2 x 4 creosoted wood with slots sawed in bottom face for drainage.

Maintenance: None anticipated other than repainting lines once a year. If spikes are used, a slurry coat of asphalt emulsion and abrasive may be applied with squeegees to fill spike holes—annually or less frequently.

an application of 0.25 gallon per square yard of RC-1 Cutback Asphalt. After the seal had cured, it was necessary to roll the surface with a 5-ton roller to get maximum density for application of Grasstex.

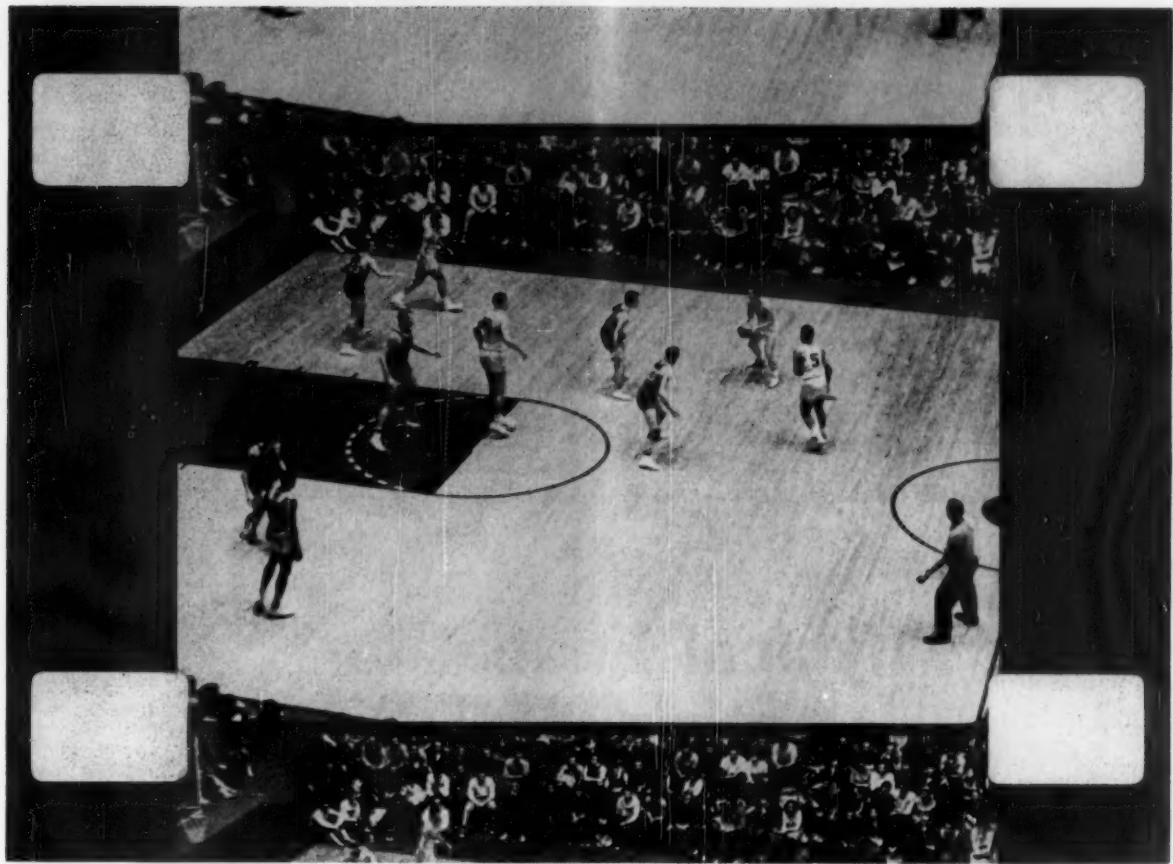
The track was surfaced with 1/4-inch Grasstex placed over a 1-1 diluted tack-coat, and then sealed with a minimum of 3/32-inch Mastic Weathercoat, which is a fibrous asphaltic compound that seals and protects the Grasstex when spiked shoes are worn.

The Mastic Weathercoat, applied with squeegees and rolled with a small roller to insure a complete bond, gave a very good non-skid surface.

A word of caution: the materials referred to here are *not* road-type asphalts. They are specially-compounded asphalt emulsions that provide the desired performance factors.

General: Nine 4' lanes throughout; 107' curb radius; 120-yard straightaway; one finish line for all races near the center; two each of all pits and rings except for the javelin.

Drainage: A sideslope of 1" in 15' is required for good surface drain-



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detailed study of yesterday's game, as a training aid in future years, you can't beat this newest coaching tool.

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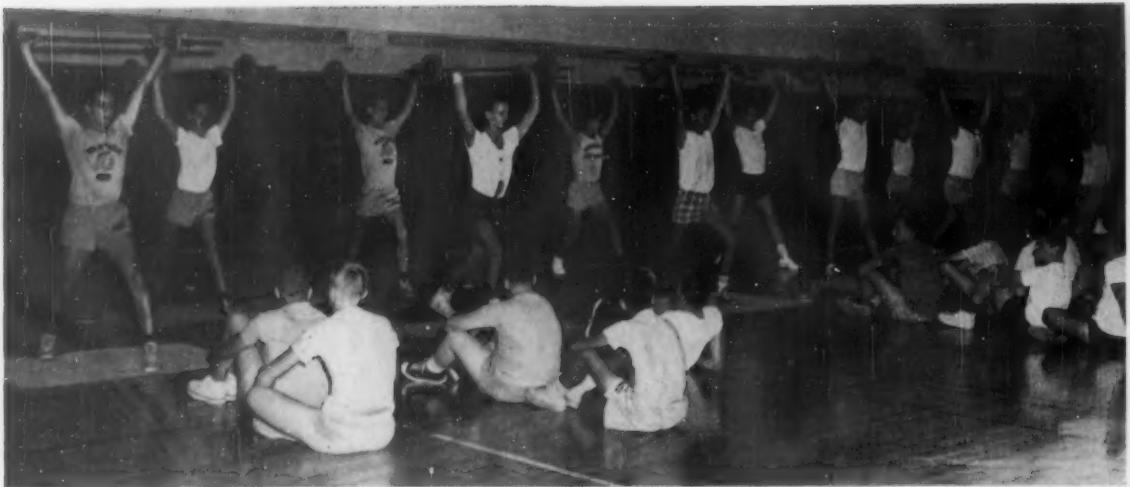
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Class organizational pattern for the "Repetition Snatch" exercise executed in group cadence.

A Physical Education Weight-Training Unit

THE February 1958 issue of *Scholastic Coach* presented an introductory article on the use of weights in the high school physical education program, which stressed the installation of a program, advantages, organizational policies, precautionary measures, a list of exercises, and the muscular action involved.

The response to the article clearly reflected the great burgeoning interest in weight training. School men from all over the country clamored for more detailed information on various aspects of the program, and the material presented herein is offered by way of an answer.

Organizational Pattern for a Gym Class of 80 Boys:

Equipment Needed: 20 barbells with inside and outside collars; 20 dumbbells with inside and outside collars (only outside collars are used in the beginning).

For each barbell it's necessary to have four 5-lb. plates, two 10-lb. plates, and two 25-lb. plates. For each dumbbell, you need two 1 1/4-lb. plates, two 2 1/2-lb. plates, two 5-lb. plates, and two 10-lb. plates. In the beginning, the dumbbell is made up as a swingbar (all plates in the center), and the collars need be on the outside only.

If you're planning to work on the gym floor, you must also have some sort of place mats to save the floor from destruction. Rubberized golf mats; regular mats used for tumbling, apparatus, or wrestling; or the rubber foot matting that's placed in front of the gym bleachers for basketball games during inclement weather, will do nicely.

Operational Procedures:

1. Floor pattern: Arrange the place mats lengthwise in the gym, with 10 barbells equally spaced about 3' to 4' from one wall. Place the remaining 10 bars about 5' to 6' in front of the others. Down the middle of your floor arrange 20 dumbbells equally spaced.

2. Divide class into 20 squads of 4 each according, first, to grade, then physical make-up, if possible. Assign No. 1 boy to the bar, No. 2 waiting, No. 3 to the dumbbell, and No. 4 waiting. Nos. 1 and 2 work on barbells one day, and dumbbells the next.

3. Instructor standing at one end of the gym calls out the exercises, group cadence, and allots a maximum of 2 minutes for each exercise including change. Other instructor, if available, can supervise from the other end of the gym. While the boys are changing places, the instructors can make corrections in form wherever necessary.

4. In the beginning, every boy han-

dles the same weight. Cadence is always counted to 15. Every boy attempts to complete each repetition, but is told to try and get at least 10. For those who cannot complete 10 repetitions, 10 lbs. should be removed from the barbell, or 5 lbs. from the dumbbell. Analyzing the whole picture, each boy strives to handle a weight at least 10 times and not over 15 for every exercise.

5. If a boy wishes to change the weight which is on the bar, he adjusts one side of the bar while the boy who will be waiting adjusts the other side. Working together, adding or removing plates, can be accomplished in a few seconds.

6. Before each boy is ready to start, he should check the collars to be sure they're tight.

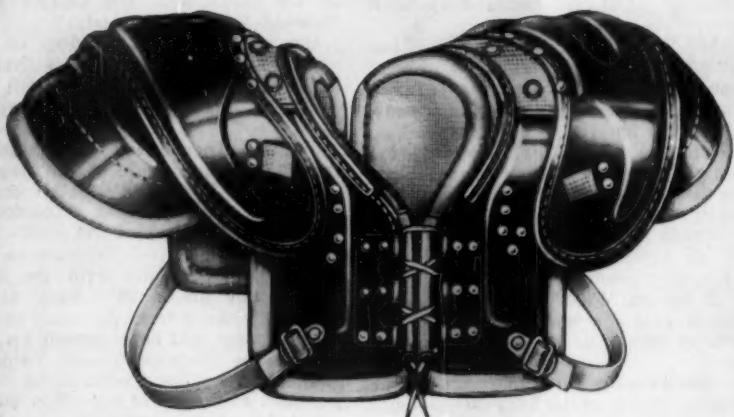
7. The first time weights are used, it's advisable to proceed slowly in order to cover the following adequately: nomenclature, foot and hand positions for each exercise, precautionary measures, and safety rules.

8. Due to explanations and demonstrations, in the beginning it will be difficult to cover all exercises listed. However, cover as many as possible each period. Within one or two weeks, if all the aforementioned facilities are available, the entire routine will be able to be completed in one period.

9. After the first few times when everyone has become quite familiar with the nomenclature of every exercise, each boy must use his own judgment on the amount of weight he can handle properly.

By JOE MARCINO, Football-Wrestling Coach, Wantagh (N. Y.) High School

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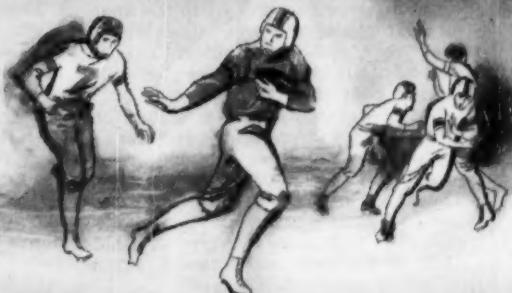
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10. This unit should be taught at least four weeks if any encouraging results are to be obtained.

The actual exercises are outlined in the accompanying chart. Following are the explanations of the techniques.

BARBELL EXERCISES

1. **Warm-Up Exercises:** Feet are placed under the knurls, with hands assuming a grip over and beyond the outside edge of the knurls. The bar is raised overhead in one continuous movement until the elbows lock.

Legs initiate first part of lift, then the back assists with wrists leading the bar until the hands snap back above the head.

On the down movement, the bar almost comes to a resting position on the chest, passing closely to front of face with the hands remaining back. Then the hands are quickly snapped downward, elbows go back, and the weight is dropped under control close to the body without hitting the knees until it reaches the floor.

Finish in a half-squat position ready to go again. Legs, back, arms, and shoulders are involved.

2. **Snatch:** Feet are placed under the knurls and the hands are placed out to the collars with an overhand grip.

This exercise starts the same as the warm-up, but as the bar reaches about waist high, the student jumps under the weight with one foot going forward and hitting the floor with a sharp crack while the other foot goes backward with the toe turned under. The bar should come overhead with the elbows locked, directly over the spot where it started.

Before returning weight to the floor as mentioned in the previous exercise, come to a standing position. This is one of the best exercises for all-around body development.

3. **Press:** Feet are placed under the knurls, and inside edge of the hands are placed even with the inside edge of the knurls in an overhand grip. The bar is brought to a resting position at the chest with the hands snapped back and the elbows held close to the body and forward. From

here the bar is pushed overhead until the elbows lock.

Upper body does not move, and hip and knee joints remain locked. Tensing the thigh muscles will help. The bar comes down to the chest each time and is not returned to the floor until the exercise has been completed. This is mostly an arm and shoulder exercise.

4. **Cleans:** Feet are placed under the knurls, with an overhand grip in the middle of the knurls. In a vigorous motion combining the efforts of the legs, back, and arms, the weight is brought to the resting position at the chest with the elbows well forward and close to body.

Bar is returned to the floor in the same manner described for the snatch. This is mostly a leg exercise with the arms and back of secondary importance.

5. **Deep Knee Bends:** By grasping the bar in the middle of the knurls, the weight is brought to the chest, then jerked overhead to a comfortable position in back of the neck.

Feet are placed approximately shoulder-width apart with the toes turned out about 20°. Back leans slightly forward from the waist as the knees go out, and heels remain on the floor in the down movement. To push the weight up, back remains in same position with most of the effort being exerted by the quadriceps.

6. **Stiff-Legged Dead Lift:** Feet are placed about four inches apart under the center knurl. Hands are grasped over in the middle of the knurls. Bar is picked off the floor to a dead hand position with elbows and knees locked. They remain locked throughout.

From this position, the weight is taken to the floor and back with the shoulders moving as far beyond the midline as possible when the body is erect. This is primarily a lower back exercise.

7. **Jumping Jack:** The bar is brought to a position behind the neck in the same manner described for deep knee bends. However, the arms are raised above the bar so that the wrists and hands clamp over the plates. A bulled

(Continued on page 50)

CHART OF BASIC EXERCISES

Barbell Exercises	Starting Weight H. S.	Starting Weight Jr. H.	Dumbbell Exercises	Starting Weight H. S.	Starting Weight Jr. H.
1. Warm-Up Exercise	45	25	1. Dumbbell Swing	33½	16
2. Snatch	45	25	2. Tee Toe Tum	33½	16
3. Press	45	25	3. Forward Raise	33½	16
4. Cleans	55	35	4. Reverse Curls	33½	16
5. Deep Knee Bends	55	35	5. Tricep Exercise	33½	16
6. Stiff-Legged Dead Lift	55	35	6. Pull Overs	33½	16
7. Jumping Jack	65	45	7. Press Behind Neck	33½	16
8. Shoulder Shrug	65	45	8. Sit-Ups	33½	16
9. Rowing Motion	65	45	9. Rowing Motion	33½	16
10. Dead Lift	75	55	10. Deep Knee Bends (on toes)	33½	16

A Winning Goal

from "Biggie" Munn

- You can't mold a winning team without subscribing to training discipline and good health habits. And when it comes to these essentials, there's one golden rule above all—*stay away from all forms of alcoholic beverages*. No athlete can do his best with this poison in his system. It harms every one of the functions needed for top performance.

The menace of alcoholic beverages is simply and dramatically presented in the message on the next two pages. Presented by one of the greatest football coaches of our time, now athletic director at famous Michigan State University, its straightforward, sensible words merit conspicuous display on every school bulletin board.

The poster may be easily removed for display by merely turning back the staples with a knife or letter opener. For additional copies of the poster, check the "Alcohol Education" listing in the Master Coupon on page 63.

ALCOHOL EDUCATION

IN THE POSTER ON THE FOLLOWING PAGES

The Will-Power That Always

Scores:

A Message from

"Biggie" Mum

Athletic Director, Michigan State University

Training discipline and good habits are very important factors in building a champion athlete or a championship team.

One of the prime essentials is to keep in good shape physically and mentally.

And in order to be able to give your best on the athletic field or in the classroom, you must stay away from alcoholic beverages. Alcohol and top performance never



ages. Alcohol and ton performance never

to Alcohol

mix. Alcohol impairs the ability to think quickly, act quickly, and follow through quickly. So to perform at top efficiency, say "no" to all forms of alcohol.

Joe Namath



ALCOHOL EDUCATION

1730 Chicago Ave., Evanston, Ill.

Questions and Answers on A L C O H O L

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

"Here Below"

(Continued from page 5)

After a while he sat down. For the first time in his life he felt useless and out of place in a dressing room. This was his team. He had built it from scratch. He knew its habits and abilities in infinite detail. But it was in its final hour now. It was beyond his control. If it won today, it would do so, not because it was a great team or he a great coach, but because, as a team, it could reach beyond the limits of its ability and endurance.

And how about this spine-tingling description of that great climactic moment—when the game hangs on the extra point conversion:

He could feel the beat of his heart and, deep inside, a faint, tick-like flickering of fear. One boy, one moment—it didn't matter except in the vainglorious sense in which football was supposed to matter. A simple placement kick, good or bad—it would be forgotten tomorrow. And yet, good or bad, some part of it would be remembered forever by Bobby, his teammates and the crowd. Good or bad, it would leave a thin, indelible mark on twenty thousand lives.

And finally the game is over. (Read the book yourself if you want to know how it came out!) Coach Watson has finally learned that football is more than an exercise in mathematics and muscle. Cynicism lost forever, he gathers his squad around him and tells them what he has learned from *them* in this beautiful passage:

Mr. Jim has been telling me all season that this team was different, and I've been denying it. Football teams are all alike, I argued. The good ones win and the bad ones lose. Football players are just so much weight and muscle, I told him. Well, I've changed my mind. Coaches do that sometimes, though not very often.

Four months ago you accepted a boy (a Negro) on the team who didn't belong on it by any rule or custom . . . You did a brave thing and you did it in the best possible way—quietly and sincerely. There were other things: the way you worked together and stood up for one another, the way you put the team above yourselves and were never jealous or quarrelsome. You were different. That, I think, is the reason you won ball games.

Coaches are supposed to teach their players, but sometimes it works the other way. For me, personally, this was the proudest day of my life.

That's what we call strong, sensitive, truthful writing.

(Concluded on page 41)

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Basketball

Coaching

“Gimmicks”

By RAYMOND BOTTOM, Coach, Botkins (Ohio) Public School

AMERICA has always prided itself on its adventurous spirit in the fields of exploration and industry, and "Yankee ingenuity" and "know-how" are justly famous the world over.

Not so in the large brotherhood of coaches. Whenever someone tries something new, we're prone to scoff and push it aside until it has proven absolutely foolproof. Other methods we scornfully call "gimmicks" and disdain entirely. Let's exam some of these gimmicks currently in use and see if they're really worthwhile or merely different.

For instance, a yesteryear "gimmick"—rope jumping exercises for gangly, awkward players—is fast becoming a standard today. Almost any coach will agree that 5 to 15 minutes a day jumping the rope will do wonders for the player who stumbles over his own feet.

Other practices aren't so universally agreed upon. Many coaches have suspended automobile tires in the gym and have their players practice passing through them. The space inside the tire, they argue, is not too much larger than the ball. If a player can become consistently accurate in passing through the small area, he can develop pin-point passing demanded in feeding the pivot and passing off in cutting and screening plays.

Other coaches argue that passing can best be taught in exercises that more nearly simulate game conditions. Certainly, both have reasonable reasons for their logic. But never overlook the competitive drives of most players. The small circumference of that tire is a direct challenge to most players. In trying to beat that tire, they become expert passers.

Using this same competitive prin-

ciple in free throwing has paid off for us at Botkins. We set a goal of 80% for each player. He must shoot 25 shots. Each time he fails he runs 10 laps and begins all over again, continuing until he hits the required percentage.

However, any player who hits his percentage on his first try three days in one week skips the other days of that week. A trophy is given at the end of the year for the highest average.

Another "gimmick" has also helped increase our field goal average. At the beginning of the season, we try to pair off players of nearly equal ability. Each day they shoot against each other. A chart is kept of the number of shots, percentage, and winner for each day.

In this way, we increase accuracy, the players develop a variety of shots, and we usually wind up with two adequate shooters for every position. We also award a trophy for the highest average recorded during the year.

OVERNIGHT PRINCIPLE

The principle of overweight has been used successfully by many coaches. Coach Bucky Walters who won the Ohio Class A championship with Columbus East and who now coaches Springfield Public, is a great believer in the use of a medicine ball to strengthen arms and develop a snap to passes. One of the outstanding features of his teams has always been their ability to pass smooth and sure.

Other coaches have used the principle of overweight to develop foot-work and jumping ability. Coach Butler Hennon of Wampum, Pa., and father of Don Hennon, the University of Pittsburgh star, has his

players run in galoshes. They feel like shooting rockets when they take them off.

Other Hennon innovations include: dribbling Congo style through chairs, playing tag while dribbling, and jumping for a ball suspended from a pipe (when players reach it, he moves it higher). Too many gimmicks you say? In the last three years, his record is 113 wins and 3 losses.

Another gimmick of yesterday which has caught on is the use of opaque glasses or blinders to teach the dribbler to keep his head up and off the ball; in short, dribble with fingertip control. To point out the importance of this to players, try turning off the lights some night and get on one end of the court with a flashlight and let them dribble toward the light. It's better than a thousand words of explanation.

Here at Botkins we use the principle of overweight in jumping. Each player jumps for strings at levels just beyond his reach. While jumping, he wears a jacket weighted with lead in the pockets. After shucking the jackets, the strings usually become a trophy of every jumper.

Various methods are used to teach accuracy and the light touch demanded in tipping. Of course, constant practice is the big factor, but many gimmicks have and are being used in this important phase of the game.

Tipping rings can be bought in any sporting goods store. However, some coaches have gone a step beyond this and put a complete ring over the goal for tipping. This has been the method of Chuck Mrazovitch of Eastern Kentucky College fame, currently coaching at Russell County High in Kentucky.

In two years, he developed a tall, awkward novice into a smooth-All-State performer who's a demon on the boards and a prolific scorer with soft tip-ins. When the height became easy to master, Mrazovitch promptly raised the height of the basket an inch to keep his center working.

Other coaches have not only put a lid on the basket, but painted targets on the boards to teach the right angle for proper tipping and control.

The late Iowa coach, Bucky O'Connor, and the current Maryland coach, Bud Millikan, subscribed to weight training (barbell) exercises

as a vital part of their conditioning programs, and they paid off handsomely. O'Connor discovered that weight training improved jumping ability by 2.7 inches and strength by about 20%.

Another ultra modern device is the electronic coach-player bench communicator. Consisting of a microphone and 6 to 12 headphones, this device enables the coach to keep in constant, confidential touch with every player on the bench—enabling him to transmit a running flow of advice (without screaming) over the roar of the crowd.

HARVEY RIDES AGAIN!

Lou Carnesecca, the hugely successful coach at Archbishop Molloy High in New York City, employs a cardboard figure called "Harvey" in his practice sessions. The figure, which is 2 or 3' wide and stands 6-3 or 6-4, is set up on the foul line and serves two purposes. On fast-break drills, the middle man must come to a stop in front of it. And in shooting practice, the players dribble up to it, stop, and go up for jump shots. It thus affords good practice in jump-shooting over tall opponents.

Lou also advocates the use of colored balls (painting regular balls in the school colors) in shooting practice. He feels that it enables the boys to follow the shot more closely, since the color makes it easier to observe the spin on the ball.

At Oglethorpe U., Coach Pinholster paints several black dots 10' up on a wall and stations a line of players in front of each dot. Each player takes a turn at tossing the ball up against the wall and tip-rebounding against the dot until he strikes the target five consecutive times. The dots can be applied with tempera paint, which will wash off.

These are only a few of the many "gimmicks" in use today. Perhaps you have some of your own. If you don't, don't be quick to scoff until you've checked the results of their use.

The teaching of basic fundamentals is the most important phase of the game. There are varied ways to do it. Some old, some new. In some instances, the old may still be best. In others, the new or "gimmick" may be the ideal way.

The successful coach is always on the lookout for a better way to develop a better team. Perhaps you would do well to consider your own methods to see if they've kept pace with the recent trends in basketball.



"...it's RALEIGH,

by golly, for me!"

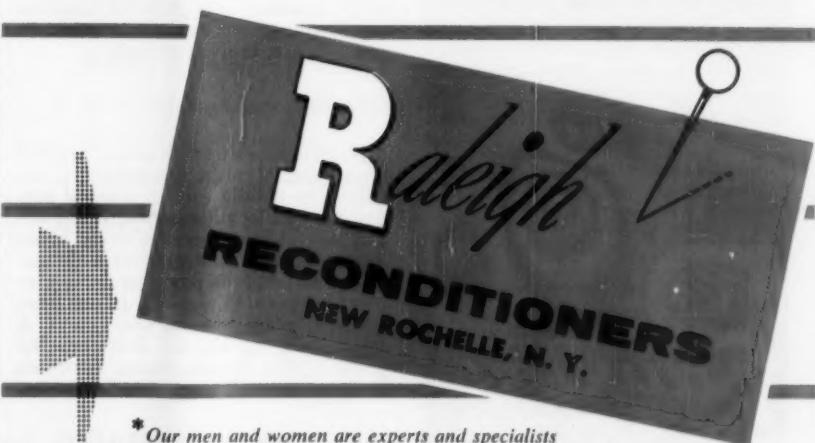
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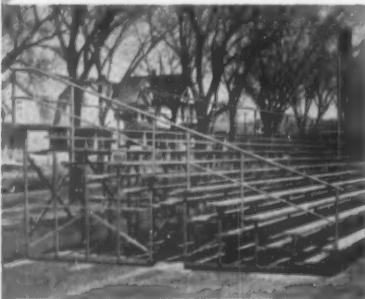
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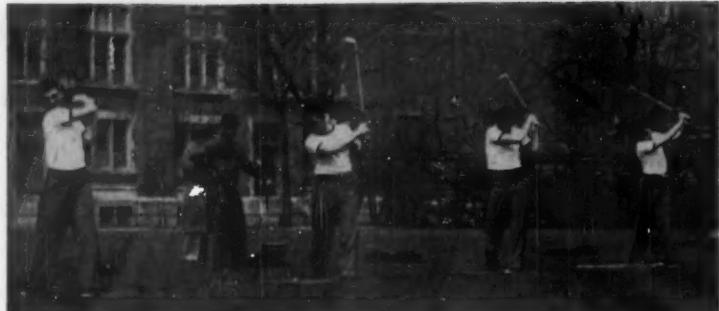
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Group Golf Instruction

GOLF is mushrooming rapidly in our high school and college physical education programs. Administrators and students alike realize the advantages of golf, and there's an increasing demand for class instruction.

The cost of golf has been brought within reach of the masses, and schools are ideally situated to provide instruction at little expense. Organizing classes is a simple matter. A gymnasium or other large room for classwork is generally available, and only a limited amount of equipment is needed for indoor work.

TYPES OF STUDENTS

All group golf instructors get about three types of students. The largest group wants to learn but doesn't devote much time or work to the job. The second classification wants to learn all they can because they're really interested, but never have had the chance to learn. The third and smallest group consists of those who already shoot around 80.

Most group teachers cannot do much for this third group, except supervise their practice and try to analyze faults. They can encourage practice and provide individual help.

FACILITIES

Outdoor work under natural playing conditions is most desirable if the necessary details can be worked out. But in most localities, climatic factors and lack of large practice areas make it necessary to conduct indoor classes. Inexpensive cocoa mats serve well as tees and provide a good surface from which to play iron and wood shots. A blackboard is almost indispensable along with a bulletin board on which illustrations and charts can be posted.

In many instances, the school provides an assortment of old clubs for class use by students who don't have their own clubs. In cities where there are golf courses, campaigns to invite local golfers to donate old and discarded clubs to the schools have been most successful.

Used golf balls, which may be purchased from local professionals or from a repainted ball factory at small cost, are quite satisfactory for golf practice. At present, there's no golf ball that can stand the beating beginning golfers give. The use of yarn or fluff balls are unsatisfactory for group instruction. They do help, but the lack of weight at impact doesn't develop feel and timing of the stroke. Of course the yarn or cotton balls are useless for putting or accurate approach shots.

SPACE REQUIREMENTS

In most school situations, the problem of facilities is a most restricting factor. This is often used as an excuse for not offering golf instruction. The argument that golf takes too much space is weak, however, for golf instruction can be given in a very small space. Physical educators in many situations have made their own facilities; and subsequent help from the school often results.

Before the space problem can be solved, the teacher must convince the authorities that it can be done. Classes must be scheduled so that they won't conflict with any other activity on the same field. This doesn't mean that golf cannot be taught with other people on the field, but it does mean that a definite plan must be established for safety purposes. If school officials are going to offer golf as part of the curriculum, it's important they furnish facilities to teach it.

In group instruction, you must have a method. This doesn't mean that one method is better than another, but that the practice must accomplish the

By C. H. REHLING, Golf Coach, University of Florida

desired results. Most of the time the desired result is attained by the use of a combination of methods rather than by the exclusive use of one. Education provides many methods.

The Lecture Method is one which can easily be overdone in physical education. Most students want action and not so much words from the instructor. But golf does have many theoretical aspects, as well as other phases of learning connected with the total education of the individual.

Golf rules lend a very good place for the lecture method. In spite of this, many players, even with studying the rules, don't grasp the rules until they actually experience them. It's wise for the instructor to lecture on history, social aspects of the game, golf personalities, and many other aspects of the game.

Demonstrations: Here both the teacher and student demonstrate the skill and techniques of the particular lesson. This method can be overdone where the instructor does most of the demonstrating and the student just gets to watch. If the demonstrations by the teacher and student are good ones, its contributions to group instruction are obvious.

Formal vs. the Informal. The formal of formal discipline and doing the action method usually operates on the theory of the count. This means the instructor is trying to make actions take the feature of form. This in itself won't cause for the best of learning.

The informal method gives the student the idea of the end result rather than the form emphasized in the formal method. The instructor tries to recognize individual differences and tries to allow his student to visualize what the game is all about.

A combination of these two methods is necessary for superior group instruction. It's true there are times when the instructor must employ the formal method, but there are times when he must recognize individual differences.

The Drill Method is perhaps the most widely used in physical education activities. Practice makes perfect and the drill concept acts on the theory that once the drill is learned it becomes a habit. This method can be overdone where the student begins dreading the drudgery of golf drills.

In physical education, drill is very important, since the actual game itself cannot be played until the students are well-grounded in the fundamentals. This means the teacher must make his drills as close to a game situation as he can.

These are the basic methods that most school people use in teaching golf. In all of these methods, it's most important to remember that although you're teaching a group you're still working with individuals.

No matter what method is used, the instructor must consider the mental side of the game. A mental hazard sometimes becomes more disastrous in a game of golf than all the physical hazards of the course.



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It's obvious, then, that certain problems must be considered in group instruction other than the teaching of techniques. The teacher must realize the existence of the mental side and their relationship to the progress of the class before group instruction can obtain the best results. All of these methods can be supplemented with the use of visual aids.

Visual Aids: Teachers are well-aware of the value of having the student acquire a good mental picture of the physical elements that make up good form and a sound stroke. Clear explanation of fundamentals and proper demonstrations are important. But these can be made more impressive when supplemented with photographs, illustrations, or motion pictures of golfers in action.

SAFETY IN GOLF CLASSES

The instructor is responsible for impressing his students with the dangers involved in golf. The golf teacher, like any other physical educator, can be held responsible for accidents if there's proven negligence. When there are 25 to 30 pupils in the class, it's obvious there must be rules in order to prevent injuries. The following suggestions should be carefully considered by the teacher:

1. Rules of etiquette that apply to safety should be explained to the group:
 - (a) Meaning of "fore."
 - (b) Where to stand when a player is hitting the ball.
 - (c) What to do in stormy weather.
 - (d) Swinging the club at the wrong time.
 - (e) Swinging the club in the wrong direction.

2. There should be ample space to swing the clubs. It's suggested that students in class drill formation should be five yards apart to give adequate room to the student and instructor.

3. Whenever space is available, the instructor should take the individual out of the planned formation for individual instruction.

4. Hit hard balls in one direction only. In cases where there are two classes in one area, both teachers should have classes hitting balls in the same direction.

5. At no time should any individual leave the formation to retrieve a golf ball until all have hit their shots.

6. Put all left-handed players on one end of the class formation.

7. Instruct students not to grip clubs too tightly. This makes the hands sweaty, and it's then possible, while swinging, to let go of the club.

8. Never allow students to swing the club until in the planned formation.

9. Place all those students who slice on the end of the formation. This may prevent balls going into other playing fields or into a road.

10. Blisters on the hands are caused by gripping the club too tightly and swinging it too much. This is especially true in the case of girls.

11. The teacher should understand fully his school's policy with regard to handling injuries. He should be prepared to give temporary first aid.

12. No one should be allowed to hit while others are retrieving balls.

13. Clubs should be checked to be sure the head is not loose and therefore won't come off as the club is swung.

14. Clubs should be used for one purpose only. Students shouldn't be allowed to play shinney with clubs, to try to jump through the club, or in any other way take similar chances.

15. Where there are driving cages, every caution should be taken to eliminate any hard objects from which the ball might glance off.

16. Make sure all golf gadgets are closely supervised.

TEACHING FORMATIONS

The placing of students in a golf class is of great importance. The following items should be considered:

1. Wind direction.
2. Sun direction.
3. Individual placements.
4. Correct formation to use for the various shots.

TEACHING THE SWING TO GROUPS

A definition of swing is as follows: "a line, cord, or other thing suspended and hanging loose, on which anything can swing." A definition of swinging is: "to cause to move to and fro rhythmically. To move in a way suggesting such motion. To move with undulating motion."

The force expended through a swinging action is a law of physics called centrifugal force, that weight followed by velocity equals foot pounds and therefore distance. In other words, you can get the greatest distance and accuracy by a weight that's speeding under control, but don't try for speed until you have a conscious control of the action.

There's no mystery about a golf swing; it's not complicated. But the pupil must have the patience and perseverance to practice over and over again the application of the thought of feeling the weight swing.

A swing is an action you feel; it's not anything you see. Each time you make a conscious mental effort to feel the weight of the club head swinging, you're gradually developing a sense of swing, not through instinct but through thought. A swing cannot be forced. In other words, don't try to increase the speed until you have complete control of a speed you can consciously feel.

As you become conscious of this sense of swing, your speed will automatically develop, which will produce distance and accuracy. If you're thinking of hitting at the ball, you cannot be thinking of swinging the club. It's only the constant repetition of the right thought that will lead you into good swinging. Become

swing-conscious and not ball-conscious.

One of the major problems facing the group golf instructor is teaching the student the idea of swinging and not trying to hit the golf ball for the greatest distance. Though a swing in golf is essentially a feeling the person cannot see himself, he should, when learning, have advice or help to enable him to get the proper feeling in hitting the ball.

It's always gratifying to hear the beginner comment on how good that one felt as he hit it, and wonder why he cannot hit the ball like that every time. This is an indication that the student is learning the principle of the swing, and it's then that definite progress has been made in the person's game.

(To be concluded next month)

"Here Below"

(Continued from page 35)

BROWSING through a recent issue of *Czechoslovak Sport*, we were smitten by a bold headline, "Men, Women and Children in White." Quickly reaching for a scalpel, we read on:

"Do not be afraid please. We are not dealing with a hospital staff. We are going to talk about things much more pleasant than hospitals. About tennis. Concretely, about Jiri Javor-sky and Vera Puzejova, the Czechoslovak singles champions. You can not only meet them in white at the tennis courts...but also at a Prague factory where they sit in white coats behind office desks. They have the same hobby, tennis, and the same type of work, accountants."

Seems that our Czech friends have a sense of proportion about their amateur tennis players. Can you imagine our own free-loading internationalists working in a factory, or even working, period?

Why, any tennis player caught in a white coat behind a desk would be considered bait for a little man in a white coat!

IF YOU'RE anywhere near a TV set on Sunday, November 9th, make sure to tune in on "The 20th Century" at 6:30 E.S.T. You'll see an absorbing portrait of "Knute Rockne of Notre Dame."

Made up of candid film clips, it shows and records Rock at work, at play, delivering one of his famous pep talks, etc. It's absolutely fascinating to hear Rock discuss the techniques of football, and see him demonstrate them on the practice field.

Written by Scholastic Magazines' own Jerry Brondfield, the film simply can't be missed.

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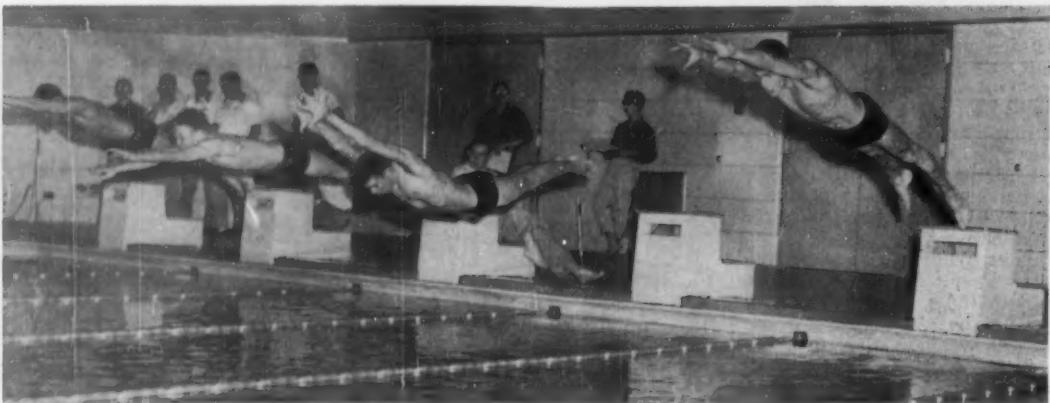
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Interval Training in Swimming

WHILE there have been many articles in recent years on interval running or fartlek (speed play) for training runners in distances from the 440 on up, there has been a dearth of literature on this particular method of training swimmers.

Interval or speed practice in swimming embodies a series of sprints over distances ranging from 20 or 25 yards up to 75 yards. These sprints, each one "all out" or nearly so, are done with certain established time intervals between.

For instance, if the work-out for the practice period is going to involve twenty 25 yard sprints, the coach may allow as much as one minute between sprints at the beginning. Toward the end of the season, however, he would cut down the interval to perhaps fifteen seconds.

The idea of "interval swimming" has existed for some time—that a distance type of warm-up, such as 20 lengths kick, 20 lengths pull, and 20 lengths swim followed by a series of sprints of relatively short duration is the kind of workout that produces superior performances.

The implementation of such ideas, however, has received somewhat reluctant acceptance by high school and college coaches in many parts

of the country.

I say reluctant acceptance because many coaches aren't certain as to how much work the human body can stand without suffering temporary or even permanent ill effects. Many mentors who are handling boys going through puberty wonder just how much training they can prescribe. But coaches are discovering that there's seemingly no limit as to what the boys can take.

I don't say that high school coaches should put their young charges through the same sort of training program as would a Mike Peppe or a Gus Stager. I do say that many coaches can increase the rigorousness of their workouts and thereby develop faster performers.

Research of a really scientific nature has been done on the effectiveness of this method as contrasted to the method of just swimming distance for a long period of time. And it has been ascertained that "interval swimming" will get a boy into better shape faster than will the distance type of training program. Australia in the past few years certainly has proven the superiority of such training methods.

A typical season's workout is presented for the purpose of showing to what lengths swimmers can go safely and with excellent results.

By DAVE MATTHEWS, Asst. Coach, Bowling Green State University

Early Season

Monday—

Warm-up: (1) Calisthenics of 15 each of situps, leg lifts, chins, and push-ups combined with stretching exercises; (2) Kick 10—pull 10—swim 10.

Work-out: (1) 20 lengths at $\frac{3}{4}$ speed; (2) Rest 10 minutes; (3) Repeat swim and rest for total of 30 lengths.

Tuesday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 10—pull 10—kick 10—swim 10.

Work-out: (1) Eight lengths at $\frac{7}{8}$ speed; (2) Rest 6 minutes; (3) Repeat swims and rests for total of 32 lengths.

Wednesday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 10—pull 10—swim 10.

Work-out: (1) Four lengths at $\frac{5}{6}$ speed; (2) Rest 3 minutes; (3) Repeat for total of 32 lengths.

Thursday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 10—pull 10—swim 10.

Work-out: (1) Two lengths at $\frac{2}{3}$ speed; (2) Rest $1\frac{1}{2}$ minutes; (3) Repeat for a total of 32 lengths.

Friday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 10—pull 10—swim 10.

Work-out: (1) One length at full speed; (2) Rest 45 seconds; (3) Repeat for total of 20.

Mid-Season

Monday—

Warm-up: Calisthenics of 25 each of sit ups; leg lifts, chins, and push-ups; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Set up squads of six (3 boys at each end); (2) sprint alternately 1 length, 2 lengths, 3 lengths, 4 lengths, 3 lengths, 2 lengths, and 1

Tuesday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Set up squads of three at one end of pool; (2) Sprint 6 two-lappers alternately (by turn) at $\frac{1}{2}$ speed; (3) Swim 10 easy lengths; (4) Repeat the six sprints.

Wednesday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Set up squads of six with three boys at each end; (2) Sprint one length 20 times alternately from each end. Make turn on each. Start sprints from blocks.

Thursday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Locomotive swim with six boys to a squad all at one end of pool; (2) At $\frac{3}{4}$ speed go 2-4-6-8-6-4-2 in relay style.

Friday—

Swimming meet. Take a light work-out the day before a meet or give the swimmers a complete rest, depending on the meet and the physical condition of the swimmers.

Late Season

Monday—

Warm-up: (1) Calisthenics—25 each of sit ups, leg lifts, chins, and push-ups; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Set up squads of three at one end of pool; (2) Swim four lengths at $\frac{1}{2}$ speed. Repeat for total of 20; (3) Rest 10 minutes; (4) Ten one-length sprints.

Tuesday—

Warm-up: (1) Calisthenics—same as above; (2) Kick 20—pull 20—swim 20.

Work-out: (1) Set up squads of four at one end of pool; (2) Sprint one length, sprint kick one length, sprint two lengths, sprint kick two lengths, sprint three lengths, sprint kick three lengths; (3) Rest 10 minutes; (4) Repeat.

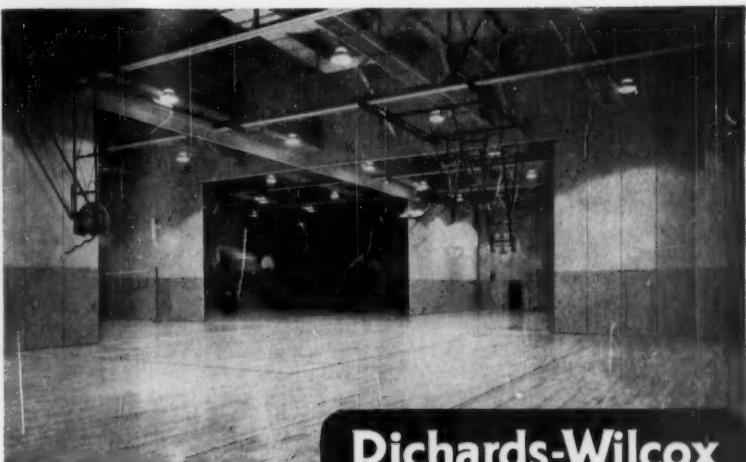
Wednesday—

Warm-up: (1) Calisthenics—same as above. (2) Kick 20—pull 20—swim 20.

Work-out: (1) Divide group into four squads all on one side of pool; (2) Each member of the squad will swim each stroke; (3) First relay is back, second relay is breast, third relay is butterfly, fourth relay is crawl; (4) Each man swims two widths at sprint speed; (5) Repeat the four relays four times; (6) Set up squads of four to a squad; (7) Swim 10 one length sprints.

Thursday—

Warm-up: (1) Calisthenics—same (Concluded on page 61)



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An "Ad" for an A. D.

IF YOU ARE a coach whose picture of the future includes the possibility of an athletic director's post, it might be well to ponder a few words of advice offered by one who has been—most happily—both.

These thoughts aren't directed primarily to the athletic director who's already satisfied with his position and doing an effective job. Presumably, such a man has already taken these points under consideration and realizes fully the importance of each.

It's rather to the thousands of coaches who don't plan to die in harness (excepting those dedicated few to whom coaching is an end in itself, and more power to them), but who look forward to the day when they may take on greater administrative responsibilities and increased income in exchange for the decreased pressures of active coaching.

The most important way to insure your chance at a A.D.'s job is to immediately start taking courses in graduate work in the physical education field. This is especially necessary for the coach who took a B.A. or B.S. in Arts, Sciences, or other fields unrelated to physical education. Take all the courses you can get in the areas of administration and supervision in addition to the subjects you know the least about.

There's always the temptation to take the "snap" courses, in a field in which you're already knowledgeable, as an easy way to get credits toward an advanced degree. This is an unfortunate delusion. Although you may get an "easy" degree, you have cheated yourself of valuable training which can make a difference between success and failure.

This isn't an insuperable chore, even to a coach with a full-time job. There are always summer schools, of course, but the work can also be done evenings and week-ends through the many extension courses now offered in most locales.

If you wish to direct an entire department of athletics, the need for formal training in advanced work is fairly obvious. But I'd also like to point out the advantages of the always available informal education that must surround you as a coach in any school.

Make the effort—take the time—

to learn every aspect of the work of your own department or of any other school you may visit. Observe carefully such points as:

1. Construction of all facilities such as gymnasiums, stadium, locker rooms, swimming pools, filtration systems, etc.

2. Investigate the light, heat, and power facilities that supply the plant, and learn what you can of the care and maintenance of them. Informal talks with everyone connected with maintenance is helpful—janitors, engineers, superintendents—even the people who did the actual construction work, if possible. Plan in your own mind how facilities could be modified or improved for greater efficiency and economy. Offer to serve on any committee formed to study new construction needs.

STUDY FINANCIAL STRUCTURE

4. Make yourself acquainted, insofar as possible, with the financial structure of all athletics and physical education. Get to know some of the problems of purchasing for the whole schedule of activities, in addition to your own sport. Any sporting goods salesman is happy to discuss this at length and his information is invaluable, not only regarding the problems of actual buying but in the care and maintenance of athletic equipment.

5. Acquaint yourself with the complete jobs of the team physician, trainer, and equipment man.

6. Try to familiarize yourself with the problems of each sport, involving scheduling, training, practice, travel, etc. This information is easily obtained by doing more listening and less talking to other coaches and team managers.

7. Acquire a professional knowledge of all sports. This can be done by attending practices and games of other teams whenever possible and, as above, listening instead of talking to coaches and players.

8. Study the problems of public relations and promotion of an athletic department. Get to know the person who actually does this job in your own school, either the A.D. himself or an appointed publicity

(Concluded on page 59)



(ABOVE) Assembly of steel structure is completed by attaching cross braces to frames with wing nuts.

(LEFT) Optional slide plank bolders for frequently disassembled bleachers.

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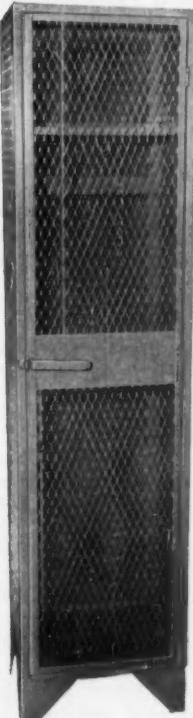


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Study of Zone Defense

By CHARLES R. WARD

Coach, Pompano Beach (Fla.) High School

BASKETBALL has changed considerably since its origin at the close of the 19th century. Ample evidence of this may be found in the scores of the annual Florida H. S. State Basketball Tournament.

In 1934, for example, Miami Edison won the state title by defeating Marianna, 25-20. In advancing to the final round, Miami Edison averaged 23 points a game to their opponents' 13.

Twenty years later, in 1953, Miami Senior annexed the Class AA crown by defeating Hillsborough of Tampa, 89-61. The victors, in advancing to the final round, averaged 62 points per game to their opponents' 50.

This doesn't mean that every score these days will wind up in the 60s, 70s, or 80s. An occasional game will still revert to the 30s. For instance, in the 1958 Class A Tournament, Bartow won the final, 30-28.

Scores like this indicate that some coaches are emphasizing a slower type of offense. They also have some bearing on the effect of the zone defense. To pinpoint this line of thought, a comprehensive questionnaire was prepared and mailed to every coach in the Suncoast and Gold Coast conferences of Southern Florida.

At the same time, a detailed charting system was kept on the use of the zone defense and its effect upon the various phases and fundamentals of the Pompano Beach team.

While there may be some doubt as to the validity of some of the questions, the study may well serve its purpose in the planning of practice sessions alone.

For this study to be evaluated properly, the reader must consider the material subjectively. He may well ask himself: Why does this area use the zone defense so extensively? How does the basketball in this area compare with other areas? etc.

Following are some of the questions and answers of particular import (17 of the 18 coaches in the conferences replied to the questionnaire):

Defensive Questions

Did your team use a zone extensively this year (1957-58) . . . yes 15, no 2.

Does a zone defense aid in rebounding . . . yes 15, no 2.

Does the zone enable a team to shift more quickly from defense to offense . . . yes 15, no 2.

Are the mental qualifications for the zone the same as for the man-to-man . . . yes 4, no 13.

Are the physical qualifications for the zone the same as for the man-to-man . . . yes 5, no 12.

Do you use zone tactics when employing the full-court press . . . yes 7, no 10.

Offensive Questions

Did you use the same pattern of play against the zone as against the man-to-man . . . yes 5, no 12.

Does the zone lower the point total of a game . . . yes 9, no 7.

Do you use special out-of-bounds plays against the zone . . . yes 9, no 7.

Should there be a limit on the time the offense can hold the ball . . . yes 8, no 9.

Fundamentals

Is there less fouling when employing the zone . . . yes 11, no 6.

Did your team have a better shooting percentage against the zone than against the man-to-man . . . yes 5, no 11, don't know 1.

Did your team double-dribble more against the zone than against the man-to-man . . . yes 2, no 13, don't know 2.

Did your team have the ball stolen from them more when in the zone than when in the man-to-man . . . yes 3, no 10, don't know 4.

Totals

What was the total number of games played in both conferences last year . . . 391.

In how many games did the opposition use the zone defense . . . 268.

Following is some of the information derived from the charting system used by Pompano Beach during the 1957-58 season.

Bad Passes

Number of bad passes made against the zone . . . 118.

Number of bad passes made against the man-to-man . . . 95.

Offensive Rebounds

Number of offensive rebounds against the zone . . . 478.

Number of offensive rebounds against the man-to-man . . . 204.

Defensive Rebounds

Number of defensive rebounds against the zone . . . 402.

Number of defensive rebounds against the man-to-man . . . 335.

Double-Dribble

Number of double-dribbles against the zone . . . 3.

Number of double-dribbles against the man-to-man . . . 5.

Traveling

Number of times traveled against the zone . . . 32.

Number of times traveled against the man-to-man . . . 5.

Three-Second Violation

Number of three-second violations against the zone . . . 15.

Number of three-second violations against the man-to-man . . . 13.

Field Goals

Total number of field goals attempted against the zone . . . 940.

Number of field goals made against the zone . . . 365.

Total number of field goals attempted against the man-to-man . . . 554.

Total number of field goal made against the man-to-man . . . 206.

It's evident by the charting that Pompano Beach played the majority of its games against a zone defense. This may be a point to consider when drawing conclusions from the statistics.

Advantages and disadvantages of the zone defense:

Advantages:

1. Effectively stops a driving, screening type of offense.

2. Excellent for defensive rebounding and fast breaking.

3. Effective against weak shooters.

4. Good for big, slow men, who may be placed in the rear line.

5. Particularly advantageous on small, narrow floors.

6. Propitious when a key man is in danger of fouling out; by putting him in the rear line, you can reduce his chances of fouling.

Disadvantages:

1. Porous against good shooters.

2. Difficult to operate on large floors.

3. Ball can be moved faster than men can shift, leaving open areas.

4. Weak against a good fast break.

5. Calls for topnotch teamwork.

AN alumnus of Marshall College, Coach Charles R. Ward has been coaching for nine years—five in Kentucky and four in Florida. In that time, his teams have amassed a highly respectable record of 190 wins against 46 losses. They're particularly successful against the zone, which they encountered in 17 of their 23 games last season.

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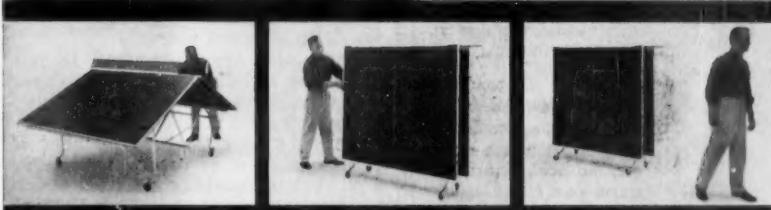
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- **SPORTS AND RECREATION FACILITIES FOR SCHOOL AND COMMUNITY.** By M. Alexander Gabrielsen and Caswell M. Miles. Pp. 370. Illustrated. Englewood Cliffs, N.J.: Prentice-Hall, Inc. \$8.

SCHOOLMEN everywhere will heartily welcome this detailed and comprehensive guide to the planning and construction of modern physical education, athletic, and recreation facilities.

Representing the contributions of 21 specialized experts, the book covers the field in extensive detail, with the needs of the administrators clearly in mind. Following is the broad range of the contents:

Community planning for facilities, the school as a community center, a guide to planning and constructing new facilities, the elementary school—a neighborhood center, the high school—a community center, the gymnasium, the service areas, school health facilities, outdoor physical education facilities, the community center building, the outdoor swimming pool, indoor swimming pools, lighting for sports and recreation, and selecting the proper play surface.

Also: asphalt surfaces, concrete surfaces, turf surfaces, tennis courts, golf facilities, natural ice skating rinks, artificial ice skating rinks, public beaches, camp sites and buildings, equipment—procurement, storage, maintenance; new equipment ideas, and layouts of game areas.

Copiously illustrated with photos, diagrams, and blueprints, the book should prove a boon to school administrators, community planners, coaches, physical education instructors, and recreational personnel.

- **SWIMMING AND DIVING (3rd Edition).** By David A. Armbruster, Robert H. Allen and Bruce Harlan. Pp. 373. Illustrated. St. Louis: The C. V. Mosby Co. \$5.

THIS superb, all-around text, covering the aquatic sport in its entirety, has been brought up to date with the inclusion of many new materials.

Originally published in 1942 and revised in 1950, the third edition is enriched with chapters on the side stroke, the elementary back stroke, and a new stroke called the Armbruster resting back stroke. A new method of teaching beginners to swim—the All-Stroke Iowa Method—employs the use of the latter stroke to great advantage, eliminating the intermediate level so that the swimmer can progress rapidly to an advanced level.

Several new dives are included, together with new techniques and 30 new swimming and diving drawings.

The rest of the book remains awe-inspiring in scope and graphic presentation. Covered thoroughly and clearly are all the strokes, relay racing, conditioning and training, springboard diving, conducting dual and championship meets, and swimming pool construction.

- **CHAMPIONSHIP WRESTLING.** Prepared by Clifford P. Keen, Charles M. Speidel, and Raymond H. Swartz. Pp. 223. Illustrated. Annapolis, Md.: U.S. Naval Institute. \$4.50.

USING the original edition (1943) as a background, this great team of authors—all outstanding college coaches—devoted more than a year to compilation, rewriting, photographic supervision, and editing in order to produce an up-to-date manual that would meet the requirements of coaches and wrestlers in every stage of development.

The book magnificently covers the field in 15 information-saturated chapters highlighting: facilities, gear, and safety devices; care and prevention of injuries; developing a team for competition; take downs, controls,

breakdowns and rides; pinning combinations; escapes from underneath and standing; blocks, breaks and counters; Olympic free-style; and methods for giving class instruction.

All the holds and maneuvers are beautifully explained and magnificently illustrated. Printed on heavy gloss stock, the book constitutes an invaluable guide for wrestlers, coaches, and gym instructors.

- **TENNIS FOR BEGINNERS.** By Bill Murphy and Chet Murphy. Pp. 116. Illustrated. New York: The Ronald Press Co. \$2.95.

THE famous Murphy twins of Big Ten coaching fame (Michigan and Minnesota) have put together an excellent simple, graphic self-instruction book for beginners.

Based on a unique Buddy System in which two beginners learn to play quickly not only by practicing together but by actually coaching each other, the book covers the game clearly and thoroughly.

Every stroke is analyzed in graphic detail and larded with helpful tips and practice procedures. Also included are helpful chapters on doubles, equipment, etiquette, tournaments, practice schedules, and a glossary of terms.

Though aimed specifically at the beginner, the book can easily serve as a helpful reference source for coaches and physical instructors.

- **THE AMERICAN WAY IN SPORT.** By John R. Tunis. Pp. 180. New York: Duell, Sloan and Pierce. \$3.50.

THE genteel muckraker of the whimpering 30's is at it again—blowing up a storm about the dreadful commercialism of our sports and sportsmanship. A couple of decades ago, this was hot stuff. Today it's colder than a Good Humor.

Not that there aren't excesses. There are plenty of them. But Mr. Tunis, a real bleating heart, is way out of step with the times. Curiously ingenuous for a muckraker, his accusations creak with age and naivete. They also reound with omissions, discrepancies and contradictions.

For instance, he deplores the fact that a college will spend \$150 a man to equip a football squad whereas it will spend \$43 on each student for library services. He also pules about coaches' salaries and the cost of building stadia. But nowhere does he mention the fact that the income from football pays practically the entire freight for running a huge program of varsity and intramural sports.

Hero worship is a horrible thing to Mr. Tunis. So also are physical education courses. And do you know why Indiana is no longer turning out great poets, writers, and historians? Because high school "basketball has become the folk lore of the region." So help me, that's what the man says!

Mr. Tunis is quite interesting when
(Concluded on page 55)



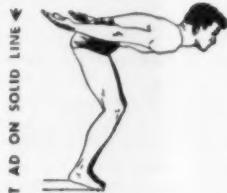
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Physical Ed Weight-Training

(Continued from page 30)

neck with the arms applying downward pressure on the bar, to prevent it from bouncing or sliding, is necessary.

On one count, the feet jump apart as far as possible; and on the second count, they close with the left foot crossing in front one time then in back on the next. The ankles provide most of the spring. This exercise affects the entire body with much benefit being received by the legs.

8. **Shoulder Shrugs:** The weight is picked up to a dead hand position with the hands gripped over in the middle of the knurls. Feet are spread shoulder-width apart and knees remain locked. The shoulders do all the lifting in this exercise. Elbows and wrists do not flex.

The movement with the shoulder joints is to draw them forward and up, attempting to touch the ear lobes. Then they swing backward forcefully and down, describing as large a circle as possible. All other parts of body remain immobile. Trapezius works hardest in this exercise with help from the deltoids and pectorals.

9. **Rowing Motion:** Feet are placed as wide as possible, with hands placed out to the collars in an overhand grip and knees remaining locked. Bending from the waist, the upper body is held parallel to the floor as the weight is pulled to the chest and returned immediately, describing an elliptical movement with the bar coming inside on the up lift. This exercise involves the arms and shoulders with the latissimus working slightly.

10. **Dead Lift:** Feet are placed under the bar approximately shoulder-width apart. Hands are gripped in usual manner in the middle of the knurls. Back is kept as straight as possible with a slight forward lean from the floor to a position where the arms and legs are straight and the back moving beyond the midline. Legs do most of the work in this exercise. Back and arms exert little effort until the legs have been straightened.

DUMBBELL EXERCISES

1. **Dumbbell Swing:** The feet are spread wide and hands are gripped over. The dumbbell is swung between the legs with the knees and trunk flexing, to an overhead position with the back arched. There's no flexion in the elbows. Nearly all parts of the body come into action. This is a good conditioning exercise for all-around development.

2. **Tee Toe Turn:** Feet are spread wide, hands are gripped over, and knees remain locked. From a position where the upper body bends forward at the waist and is half twisted toward one leg, the dumbbell is swung outward, up overhead, and down the

other side with the body coming erect and twisting toward the other leg. Reverse pattern is then followed. Elbows should not flex. The oblique muscles do most of the work with help from the arms, shoulders, and back.

3. **Forward Raise:** Feet are placed about shoulder-width apart, hands gripped over, knees, trunk, and elbows remain locked. From a dead hang position, the weight is pushed out and upward away from the front of the body to an overhead position, continuing past the midline as much as the shoulders will allow. Arms and shoulders derive most of the benefit from this exercise.

4. **Reverse Curls:** Feet are shoulder-width apart with the hands gripped over. Body remains locked as in the previous exercise. However, from the dead hang position the upper arms stay fixed alongside the body, and dumbbell is brought to the chest with flexion occurring at the elbows. Knuckles lead. This is a forearm exercise.

5. **Tricep Exercise:** In a sitting position with the feet spread wide, the dumbbell is held overhead, elbows locked with the hands gripped over. The weight is lowered behind the head as far as possible. Flexion takes place at the elbows. Upper arms remain upright, close to head, and shouldn't be allowed to move forward, especially when the dumbbell is brought back to the starting position.

6. **Pull-Overs:** Assume a supine position with an overhand grip, the dumbbell resting on the floor beyond the head with the arms fully extended (they remain extended throughout this exercise). The weight is raised until the arms are perpendicular to floor, then is returned to the starting position.

Both movements are slow. Deltoids do most of the work with help from the pectorals and latissimus muscles. This exercise can be made more inclusive and difficult by allowing the dumbbell to drop forward until the body is touched before it's returned to the floor. Such an addition, of course, will necessitate a slower count.

7. **Press Behind Neck:** Similar to the press in the barbell exercise except that the weight is held overhead and is brought down behind the head before it's pushed up to the extended arm position. This exercise should be executed in the sitting position with the hands gripped over, feet wide, as the arms and shoulders do most of the work.

8. **Sit-Ups:** These are done in the customary manner except that the feet are not held down by a partner. The dumbbell is gripped underhanded and held below the chin against the

neck and upper chest. This is an abdominal exercise.

9. **Rowing Motion:** Using an overhand grip, feet spread wide, and the trunk bent forward from the waist, parallel to the floor, this exercise is identical to rowing motion listed under barbells. However, due to handling considerably less weight, the dumbbell is lifted toward the stomach, outwardly under the chest, and down, describing as large a circle as possible. Doing the exercise in this manner will elicit greater action on the part of the back and shoulder muscles.

10. **Deep Knee Bends (on toes):** Using an overhand grip, the weight is placed behind the neck, with heels together and toes pointing out. By keeping the back erect, heels off the floor, the knees will go out and body will continue downward until the buttocks touch the heels.

Staying on the toes, the body is pushed up to a standing position with the back straight so that the legs do all the work. This is a good exercise for ankle, knee, and hip joints.

All of these dumbbell exercises except numbers 1 and 2 may also be executed with the barbells.

EVALUATION OF PROGRAM

At Wantagh High School, this unit was conducted for five weeks in the fall; then, with a few deviations, was continued on a once-a-week basis until the end of the first semester. When we moved on to our physical fitness tests and apparatus units shortly afterward, the following beneficial results were clearly discerned:

Test Items	Old Record	New Record
Sit-Ups	807	2150
Overhand Chins	19	25
Push-Ups	69	69
Squat-Thrust (10 seconds)	8½	9
Obstacle Run	18.2s.	16.9s.
Block Race	33.3s.	32.6s.

On the apparatus, considerably more boys were able to do more of the basic stunts than was the case in previous years. Also, a number of boys found themselves able to do some of the more difficult maneuvers for the first time.

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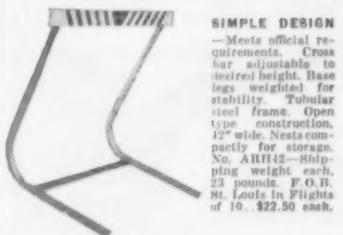
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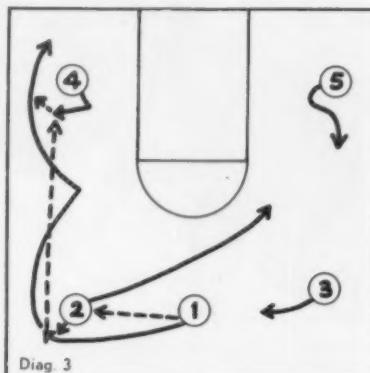


Intensive Half-Court Drills

(Continued from page 22)

steps toward the foul line, then
breaks to the side to receive the
bounce pass from 1—leaving enough
room along the sideline to permit 1
to cut by for a return pass if free.

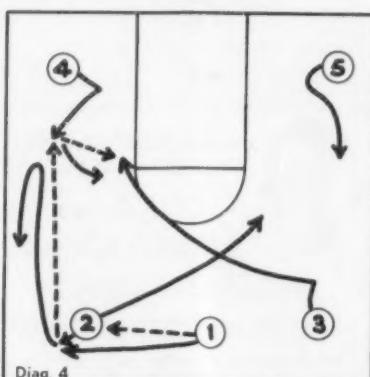
Player 3 moves in the general direction
of the ball, but keeps a proper
distance of 15 to 20 feet behind 1.
In the event 1 doesn't break into
the clear, then 3 becomes the second
cutter—feinting left and cutting off
4 to the right.



Diag. 3

Player 5 moves to the far sideline,
opening the middle wide and facing
the play. He has a number of optional
moves which will be indicated
in the subsequent maneuvers.

In the second basic maneuver
(Diag. 4), player 1 passes to 2, comes
behind him for the return over-the-
shoulder pass, and passes sharply to
4—just as in the previous sequence.
No. 1 begins to move to 4, but then
buttonhooks back into the back-
court.



Diag. 4

Player 2, after returning the pass
to 1, moves toward the corner occupied
by 5. As 2 moves to the corner,
3 cuts sharply off his back. He
may run his defensive opponent into

a stationary screen set up by 2 or
feint the pick-off long enough to
cause the defensive man to delay
and permit 3 to cut by unmolested
for a bounce pass from 4.

Player 4, similar to the previous
sequence, feints toward the middle
of the court and takes the pass from
1 while moving toward the near
sideline. On receiving the pass, 4
feints with the ball and then throws
a bounce pass under the extended
arms of his defensive man to the
cutting 3. He must follow the pass to
3, so that in the event of a defensive
switch or a missed layup, 4 will pro-
vide the extra drive to keep the
offense in motion.

Player 5 moves to the sideline
away from the ball, opening the
middle wide and facing the play.
He may become a second cutter off
a screen set by 2, or he may move
out on the horseshoe and allow 2 to
become a corner pivot under the
options of "five moving pivots."

The third basic maneuver (Diag.
5), begins in the same manner, with
1 passing to 2, coming behind 2 for
a return over-the-shoulder pass, and
passing sharply to 4 in the corner.
As in the second maneuver, 1 starts
toward the corner, only to button-
hook back before getting halfway
there.

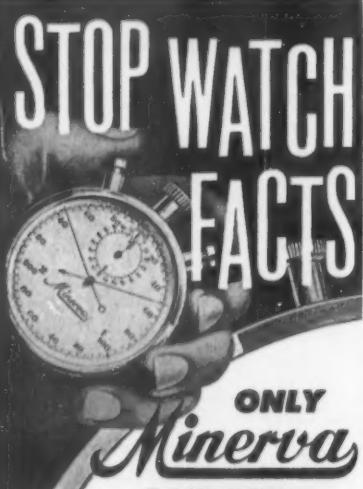


Diag. 5

Player 2, after returning the pass
to 1, cuts for the corner occupied
by 5. Player 5 begins to move back to-
ward the sideline away from the
ball, and then cuts around a screen
set up by 2.

As 5 cuts around the screen, 4
bounce-passes to him. No. 2, follow-
ing the screen for 5, continues in
motion toward the corner and away
from the ball.

Player 5 can continue into the
basket for a layup if free, or stop



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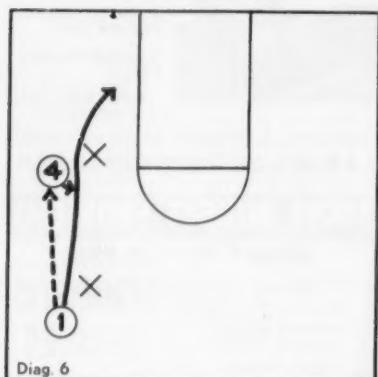
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and set up a pivot on the foul line for 4 and 3 to scissor off—4 cutting to the right and 3 slicing to the left off 4's back.

While teaching the three basic maneuvers, we point out the various options and counters which may be used to surprise and counter the man-to-man defensive adjustments.

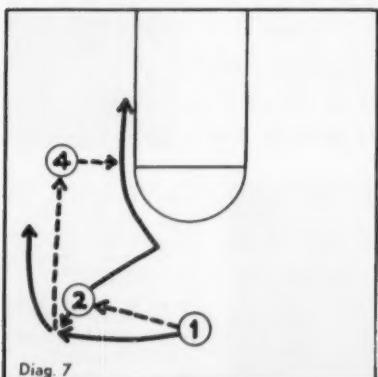


For example, 1 usually runs outside 4 in the corner or buttonhooks to the backcourt. Holy Cross, in the heyday of Togo Palazzi, Joe Liebler, and Co., would run a surprise play wherein the backcourt man cut between the corner man and his defensive opponent, received a return belly pass from corner man 4, and then drove into the basket unmolested while the defenders of 1 and 4 were wrapped up in each other (Diag. 6).

A second surprise move that can be used with striking effectiveness is a tactic by 2. After cutting to the opposite corner a number of times, his opponent will begin to veer to the left in anticipation.

By taking a few steps to his right and timing his move after the ball has reached 4, 2 can suddenly cut to his left, get the inside for a quick pass from 4, and go in for the score (Diag. 7).

Many other options and variations in the offensive patterns are taught in subsequent sessions. Such options include weak-side screens, double



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screens for a backcourt player and for the corner men, and other moves which arise in the spontaneous operation of the offense.

For the present, however, we run the basic patterns to the right as well as to the left; we proceed from a walk-through tempo and explanation at every turn until everyone is running at top speed; and we switch Team A from offense to defense and Team B from defense to offense until all members of the squad are thoroughly familiar with the basic movements of the offensive patterns.

The following concomitants are developed as a result of our half-court drills:

First, the offense develops skills in ball-handling, especially in close quarters in the area of decision—the scoring sector.

Second, players learn to spread and time their moves and cuts in relation to each other, leading to improved team play and "operation togetherness."

Third, the defense receives important practice in sliding, switching, and the heads-up quality of team play in man-to-man defense—the quality so necessary to meet the unexpected thrusts of spontaneous team offenses.

Properly paced, this entire drill period should consume approximately 60 to 75 minutes. The players have been kept in motion. Their appetites have been whetted by learning how to run on offense and how to slide and switch on defense.

They're now ready for a solid period of scrimmage and the opportunities to bring their new-found weapons to bear on the enemy.

15 Essentials of Game Strategy

(Continued from page 16)

take eight to ten foul shots. After their warm-up, we ask them to wipe themselves off and apply rosin to their hands.

15. Confidence. The importance of your players' mental attitude must not be overlooked before each game. The coach himself should be the one to express and show confidence and make sure this confidence is transmitted to his players.

If you've drilled your players well and they have faith in your coaching methods, you'll find little trouble getting your squad ready mentally. On the other hand, a coach must always be on the lookout for the old coaching nemesis of over-confidence.

I sincerely hope these reminders will refresh your coaching technique.

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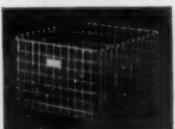
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New Books

(Continued from page 49)

he's writing about the historical background of sports. He becomes downright ludicrous when he starts hurling charges of muckrism and commercialization. We could fill two books pin-pointing and countering his errors.

Sports Library for Girls and Women, available for 75¢ each (unless otherwise indicated) from The Division for Girls and Women's Sports, 1201 Sixteenth St., N.W., Washington 6, D.C.

1958-59 *Basketball Guide*.

1958-59 *Official Basketball Rules (Reprint)*, 25¢.

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• **FITNESS FOR LEADERSHIP.** Produced by the Gillette Safety Razor Co. 16-mm. sound, color. 13½ minutes running time. Free.

PRODUCED as a contribution to the President's Council on Youth Fitness, this handsome, exciting technicolor film beautifully dramatizes the physical fitness-for-all theme exemplified by the magnificent West Point program.

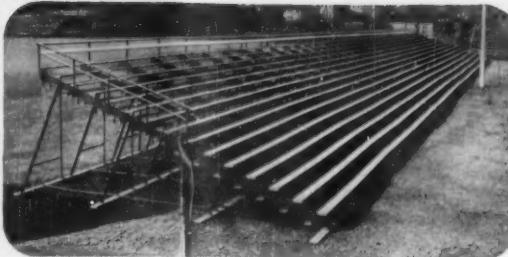
The Academy has found that physical fitness contributes to both academic success and leadership, and the film stirringly captures the Cadets undergoing physical conditioning, receiving instruction in sports skills (with emphasis on carry-over activities), participating in a wide range of varsity and intramural sports, and gaining experience in coaching and administration.

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As an inspirational fillip to youngsters, this film can prove invaluable—particularly to physical education, vocational guidance, and hygiene classes.

The film is being offered free to the nation's schools by Modern Talking Picture Service, Inc. Look up your phone book to see if they have a depot in your area. If not, write to them at 3 East 54 St., New York 22, N.Y.



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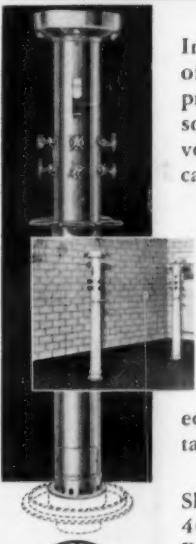


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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

NAVY's 235-pound destroyer, Bob Reifsnyder, is as quick with an answer as he is on his feet. During a blackboard drill in preparation for the California game last season, a scout was briefing the Middies.

"You gotta watch that California quarterback," he said. "He's dangerous. He's ambidextrous."

Reifsnyder started to laugh. The scout looked at him and said, "What are you laughing at, you big lug? I bet you don't even know what ambidextrous means."

"The heck I don't," snapped Bob. "It means he runs with both feet."

The big Navy tackle was a blasting fullback at Baldwin (N.Y.) High. When he entered the Naval Academy, Coach Eddie Erdelatz took one look at him and said, "This fellow's got to play tackle. I can't afford the luxury of a 230-pound fullback."

How did Bob like switching from fullback to tackle? "The first thing you notice is that the other guys are right smack in front of you. They look bigger, tougher, and sooner!"

Reifsnyder was tossed out of three games last season for fisticuffs. When Navy took the field against Rice in the Cotton Bowl game, the Owl quarterback, King Hill, quipped, "Hey, Reifsnyder, I understand you're a member of the Left Jab and Right Cross Society."

Quick-witted Bob snapped right back, "I'm a member, all right, but not in good standing."

One of the country's brightest columnists, Fred Russell of the *Nashville Banner* has compounded the wit and wisdom of 30 years of sportswriting into *Bury Me in an Old Press Box* (A. S. Barnes & Co.). Several of the outstanding rib-ticklers follow:

Characteristic of Wally Butts' homespun humor are his tales of woe, deprecating his team's (Georgia) chances. One time between halves of

a spring intrasquad game, he told Russell not to go away, that he was going to try something new the second half:

"I'm going to set up the linemen back to back, instead of face to face, and see if they block any better."

Wally once complained that he needed to get a team manicurist because his players were making so many finger-nail tackles!

When it was suggested that his single-wing offense might be old-fashioned, Red Sanders replied: "Maybe it's a horse-and-buggy offense, but I like to think we have a TV set on the dashboard."

At his very first meeting with the UCLA squad, Red Sanders told the players he was new on the scene, that UCLA was a mighty big place, that he couldn't check on them closely, and that he had been told that if a boy was so inclined, he could get into devilment right on the campus.

With that a big tackle raised his hand and asked, "Where?"

Sanders never kidded himself about the hazards of coaching. When a cheering horde of students serenaded his apartment, pleading for him to stay at UCLA instead of accepting a U. of Florida offer, he told them:

"No coach in the world is worth all this excitement." And aside to his wife, he muttered, "Which one has the rope?"

Sanders admitted he could never feel like a native Californian. "But I feel like an average Californian," he added. "I've been hit three times by a car, have had the virus twice, and owe \$24,000."

Bear Bryant had a rugged boyhood and it's still hard for him to understand how a minor injury can keep a boy out of a football game. Queried on the condition of one of his squads shortly after he became a head coach, he sarcastically snapped, "We're in pretty good shape—except one of our boys has chapped lips."

Having won the Texas State hoop crown for the first time in the history of the school, the coach returned to a rousing reception. At the huge banquet that evening, he was lionized to a faretheewell. Finally, he got to his feet: "Ladies and gentlemen," he started.

At which point a big, happy, red-faced Texan leaped up and bellowed: "That's a boy, Coach, you're a talkin' right down my alley!"

With some coaches' salaries being what they are, we got a chuckle out of the following bon mot: "The way for a coach to earn a good annual salary is to work two years."

Two Greek immigrants were watching their first football game. After a few minutes of mystified silence, one turned to the other and said, "This is all American to me."

Definitely one of football's nicer guys, Duffy Daugherty possesses a sharp turn of phrase that puts him in great demand on the limp-chicken-and-fruit-cocktail circuit. His pungent oratory is neatly exemplified in a one of his recent talks on the qualities he looks for as a football coach:

"Of course we like them big at Michigan State. But we'll settle for players with three kinds of bones—a funny bone, a wishbone, and a backbone. The funnybone is to enjoy a laugh, even at one's own expense. The wishbone is to think big, set one's goals high and to have dreams and ambitions."

"And the backbone—well, that's what a boy needs to get up and go to work and make all those dreams come true."

The ambitious young college coach, out to build a rep, recruited a herd of young oxen from the backwoods who, though tremendously built, had had little schooling and no football experience.

At his first skull session, he used a blackboard to explain his entire system, chalking in one play after another. His oxen looked at him blankly. The coach continued, chalking, erasing, chalking. Finally, he noticed his biggest and dullest recruit watching him intently.

"Abner," he yelped happily, "I'm sure you'd like to ask some questions."

"Yah, sure, Coach," drawled the hill-billy. "Where do them numbers go when you rib 'em off the board?"

Claim disputed, trumpets football coach Walter W. McCarthy of Boston (Mass.) Latin School. "The Baltimore City College-Baltimore Polytech high school grid rivalry is not the oldest schoolboy classic, as you claimed in your September issue."

"Where they'll meet for the 70th time this year, Boston Latin will be facing Boston English for the 72nd time. Our series began in 1887 and going into the 1958 game we stand 28 to 30 with 13 ties. Baltimore can be well proud of its great game, but ours is still the older classic."

National Leaguers complain that the dugouts in San Francisco are so far from the batter's box that they can't get on the plate umpires. "You have to wait till the next game," grins Duke Snider, "and give him hell at third base!"

T.V.'s Art Linkletter did a masterful job of emceeing the first annual baseball writers' dinner for the Los Angeles scribes on the eve of the 1958 opener.

"My tickets in the Coliseum," he cracked, "are Seat 67, Aisle 72, High-way 99."

And about the zany driving on the car-jammed freeways out there, he said, "You can drive 15 miles on any freeway and never leave the scene of an accident."

He was 6-ft-5, weighed 255 lbs., had a blue-black beard, and looked like the toughest and meanest hombre alive. He showed up on an Eastern college campus the second week of pre-season football practice and wanted to know if they could use him. The coach had him in a uniform in two seconds flat. He put him in with the second team on defense.

On the first play, the big boy knocked the offensive tackle unconscious and tossed the ball-carrier for a 25-yard loss. On the second play, he picked up an offensive guard, hurled him against the blocking back, stiff-armed another back into oblivion, picked up the would-be passer and threw him to earth 15 yards to the rear. On the third play, he tore an awesome hole in the offensive line, sent two blocking backs reeling, thundered into the kicker, rapped him unconscious, picked up the ball and carried it over the goal line—with six offensive players on his back.

The coach, startled and gleeful, yanked him off the field. "Son," he said, "you're the type of student we like at dear old Harvard. I'm hereby offering you a four-year scholarship. By the way, where do you come from?"

"Birmingham, Alabama," growled the fearsome animal.

"Gosh, how did Bear Bryant ever let you get away?" queried the coach.

"Because he thought I was too damned effeminate," snarled the beast.

The young football coach, handicapped by speech difficulties, returned to his alma mater and looked up the chairman of the speech department. "Professor Higgins," he said, "could you tell me how to become a good public speaker?"

"I've got a special course for football coaches," drily answered the prof. "All you have to do is practice for a while with pebbles in your mouth."

So the young football coach began practicing with a mouthful of pebbles. Every day he reduced the number by one. He became a public speaker when he had lost all his marbles.

The teacher at Lenin High School, Moscow, Russia (state champs in red-

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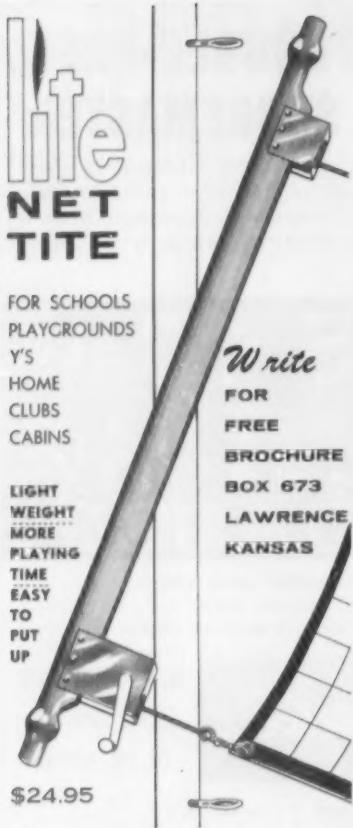
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herring throwing) inquired about an absente.

"Oh, Nicholai was banged up playing handball yesterday," explained a classmate.

"Hurt by a ball?" exclaimed the teacher.

"Oh, we weren't using a ball," scornfully replied the pupil. "We were using a hand grenade."

Early in the 1958 baseball season, Rocky Bridges, impish Senator shortstop, was scanning the statistics and noted that Bob Cerv had hit 11 homers and driven in 31 runs.

"He's off to a good start," a friend remarked.

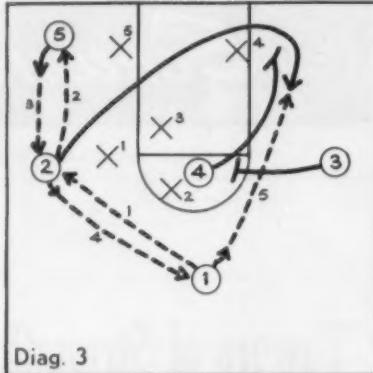
"If I had that many homers and rbi's," cracked Rocky, "I'd call it a good year."

Screening the 2-1-2 Zone

(Continued from page 7)

cessful and from which we get many options. We work the ball to 2, who relays it to base line 5.

As 2 receives the ball, 4 pulls out and goes to a weak-side positioning outside of X-4. When 2 receives the ball from 5 and relays it to 1, he cuts for the basket and around 4, who's screening X-4.



Diag. 3

As the ball is passed from 2 to 1, 3 steps and screens X-2. No. 2 comes around 4 and 3, receives the pass from 1, and takes his 15 foot jump shot. No. 4 should play wide of X-4 until 2 makes his cut, then make his screen on the edge of the lane.

Diag. 4 outlines several cuts ending in screens. After moving the ball around and thus moving the zone, 2 cuts for the basket and then moves

to the outside of X-4. No. 4 follows him on a cut, moving right off 2 on his screen of X-4. No. 3 then moves in and screens X-3, who'll be following the ball, No. 4 will get his jump shot off 2's and 3's screens.

We find that these cuts often confuse the zone as to who is to take what man in which area. We also make similar cuts in our regular zone offense.

Diag. 5, the point man passes to 4 who passes to 2 and back to 1. This will cause X-1 to move considerably, turning his head and thus setting up the screen by 2. After 1 gets by the screen, he has a two-on-one situation with 5 against X-5.



Diag. 5

No. 4 moves quickly, screening X-3 from the play and also getting into position for rebounds. No. 3 plays the weak-side area for long rebounds, while 2 assumes defensive responsibility after the screen.

Many times after screening we get a two-on-one situation that will work to our advantage and a basket. We try to maintain defensive balance with one or two men and also try to get our men on the boards to stop the fast break there.

In Diag. 6, we've moved out of the 1-3-1 set-up to get the ball moving in the hope of getting the center man, X-3, out of position by cuts. When the ball has made the "horn" a couple of times, 4 will



Diag. 4



Diag. 6

break to the free-throw line to receive a pass from 2. As he breaks, 5 moves to the opposite side of the floor to screen X-4. As 4 gets the ball, 3 cuts for the basket for a quick flip from 4 for a jump shot.

These screens have often helped us overcome the zone defense. Against other zones than the 2-1-2, we adjust our screens according to the movement of the men in the zone.

Screens won't be 100% effective against a zone defense, but they offer another method of attacking the zone; and when combined with other effective methods, they produce a winning effort.

An "Ad" for an A. D.

(Continued from page 44)

man, or student. Offer to help them. Get to know your local sportswriters and radio and television commentators. Observe successful promotions in your own community, noticing the various techniques employed to "beat the drum" for any event.

9. Use your leisure time to read and study all aspects of athletics. Not only the many excellent textbooks available, but also the periodicals such as *Scholastic Coach*.

10. Finally, tell your own present director that your aim is a job like his, and you'd appreciate his help and training. He understands, of course, that you're not gunning for his job and will be flattered by your request for help. Any man worth his salt is eager to see the best men with the best possible training come to the fore in his chosen field, and he'll be eager to help you attain your ends.

My final word of advice is applicable to any position in any field. All "big" jobs are nothing but the sum total of a lot of "small" jobs; and the more familiar you become with each detail, the better able you'll be to operate as an efficient executive.



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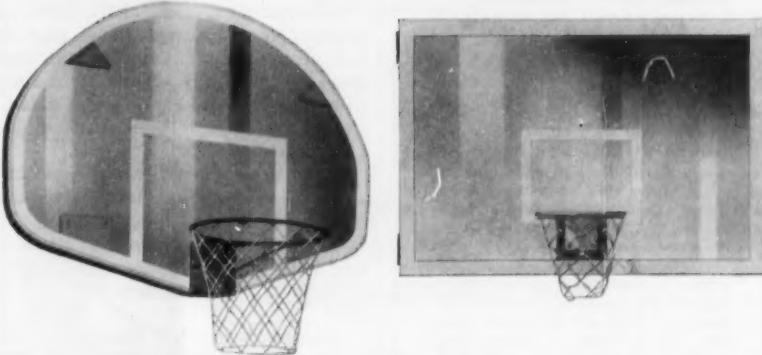
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Playing the Corner

(Continued from page 9)

When moving up on the weak side for screening purposes, be careful not to move into the middle and clog it up. Give the three strong-side men room to play together in a triangle. Every once in a while, however, you can try a quick cut into the medium strong side. But if you don't get the ball immediately, move right out.

It's a good idea to learn to play the pivot position. That's a good way to combat a smaller, faster opponent. For example, the Celtics often put Frank Ramsey on me. Though I have four inches on him, he's very strong and quick and can give me trouble with my shooting and driving. My best recourse, naturally, is to take him into the pivot.

A word of caution is advisable here. Don't be too hasty about taking a smaller man into the pivot and staying there. You might destroy the pattern of your offense. Again, if you're just 6-1 or 6-2 you can hardly expect to do an effective rebounding job. You never want to keep your big man off to a side picking his teeth.

This hardly applies to the pros, of course. Nearly every corner man is 6-5 or over and every strong, and most of them have been pivot men in college. So there's no great disadvantage in having them occasionally slip into the pivot.

Since the corner men are expected to do a lot of rebounding, they must also learn to bull their way in and get good position. Powerhouse corner men like Mikkelsen, Heinsohn, Hagan and Conlin are masters at this.

Another important function of the corner men is feeding the pivot. The pivot can be fed much more easily from the corner than from outside, and the smart corner man will learn the overhead, bounce, and chest passes.

Helpful hints:

1. Always know where the ball is.
2. Always know where your defensive man is.
3. Keep the middle open for quick offensive thrusts.
4. Avoid taking a quick single dribble soon as you get the ball. A good defensive man can quickly move in and perhaps tie you up.
5. When rebounding, pitch out fast to get the fast break started and then trail the play as speedily as you can.
6. Good driving is the prime requisite of corner play. Learn it first.



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A good driver is going to draw fouls and wind up in good rebounding position.

7. Upon receiving the ball in the corner, don't look down at it or train your eyes on the basket. Look at your defensive opponent—size him up and make your move accordingly.

8. Your corner man may not have all the basic requisites, but if he does one thing real well—shoot, drive, rebound—he may still get the job done. Remember Arnie Johnson of the old Rochester Royals? He made the club because he could do one thing superlatively well—screen. A chunky, powerfully built fellow, he was a master at setting up immovable screens for the Royals' great back-court shooters—Bob Davies and Bobby Wanzer.

9. Watch as many pro games as you can, concentrating on the specialized corner men. They can do it all. For particular skills, I recommend the following:

Paul Arizin—for his drive along the baseline.

Dolph Schayes—for his drive toward the middle.

Kenny Sears—for his buttonhook stunt.

Cliff Hagan—for slipping in and out of the pivot.

Hagan and Tom Heinsohn—for bulling into good rebounding position.

Also notice how the opponents will sluff off when Earl Lloyd or Vern Mikkelsen get the ball in the corner. Neither is a good shooter and must depend upon drive to get in for their baskets.

Conversely, Woody Sauldsberry, the Warriors' rookie-of-the-year, will be dogged when he gets the ball because he's a fine shooter who will rarely drive.

Training in Swimming

(Continued from page 43)

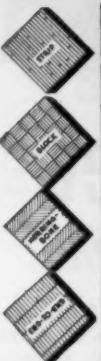
as above; (2) Kick 20—pull 20—swim 20.

Work-out: Light workout or complete rest if day before a meet.

The workouts given above are merely suggestions and needn't or shouldn't be followed without deviation. Factors such as age, time available for practice, condition of swimmers, accumulation of fatigue, and schedule of meets will play a very important part in the setting up of the practice schedule.

However, taking all factors into consideration, the principles of interval swimming, if adhered to, will result in the building of a faster and stronger swimming team.

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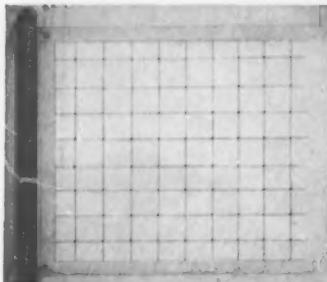
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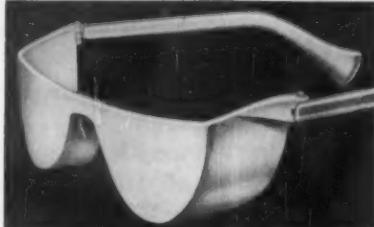
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National Federation Grapevine

THE Missouri State High School Association has recently adopted a four-point program to improve sportsmanship at athletic events. The program includes the education of players, students, and fans to the most worthwhile values in athletics by member schools, emphasis on adequate planning in the administration of athletic events, and the necessity of enforcing Association rules locally.

State Association by-law No. 9 provides:

1. Any athlete who lays a hand or attempts to lay hands on an official in protest shall be declared ineligible for one full year.

2. A school whose coach behaves in a manner likely to have an adverse influence on the attitudes of players or spectators shall be provided with a choice of suspending its coach from representing the school at athletic events for one week or to have the entire school suspended from the Association for a similar period.

3. In cases of fans physically molesting officials, the school shall be given one of two options: either to take legal action against the offenders or to accept suspension from the Association.

4. Other unsportsmanlike conduct shall be resolved in a manner sufficient to correct the existing problem and may range from a warning to a probationary period.

Missouri is one of the states that conducts a series of *golf tournaments* in the fall. This year five district meets were held in the middle of September, with teams qualifying for State competition. The State meet was held on September 27.

To help schools maintain and develop better sportsmanship, the Association is making materials available for use by coaches, pep clubs, and principals.

To develop a comprehensive better officiating program, officiating classes are now being offered in nine state colleges and universities in cooperation with the Association; and a series of rules meetings will be held to aid officials in interpreting and applying football and basketball rules.

A system of classification for officials is being formulated and will be put into effect by graduated steps until it is in complete operation.

Minnesota: During the past 14 years, the number of officials registered with the State H. S. League has increased 750%. A total of 1,465 were registered last year. Each member school is annually requested to file a report on every official used in basketball and

football, with the rating reports due on November 15 and April 1.

The League requires the use of registered game officials in all interscholastic football and basketball contests, except in case of emergency. Schools failing to observe this requirement are automatically suspended from League membership until reinstated by the Board of Control.

In addition, any unregistered official who accepts an assignment for a game involving a League school shall be ineligible to register with the League for one calendar year.

Girls' Athletics: An increasing interest in girls interscholastic athletics is becoming more and more evident. Michigan has a committee which is studying the entire area. While no particular problems have been presented, there's a desire to expand the program, to review the possibilities of girls varsity sports and perhaps keep the recommendations for such a program in tune with progressive philosophy.

Wisconsin's Advisory Council and Board of Control are submitting an amendment proposal which will encourage and stimulate girls varsity sports participation. The amendment will authorize sports days for girls in the following activities: bowling, archery, badminton, golf, swimming, tennis, fencing, curling, softball, basketball, volleyball, field hockey, and speedball.

PHILIP H. GOLDSMITH

ONE of the greatest figures in the sporting goods field, Philip H. Goldsmith, Chairman of the Board of MacGregor Sport Products, Inc., died on September 18 in Munich, Germany, from a heart attack suffered while on a European tour.

Mr. Goldsmith entered the sporting goods field in 1916 as a shipping clerk for P. Goldsmith Sons Co., founded in the 1870's by his grandfather. A veteran of World War I, Mr. Goldsmith served with the Compliance Committee of the National Recovery Act in the 1930's and with the Industry Committee of the War Production Board in World War II.

He rose to presidency of his firm and in 1956 was named board chairman. Only last year he was elected to the Sporting Goods Hall of Fame of the National Sporting Goods Association. He had served five terms as president of this group.

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November, 1958

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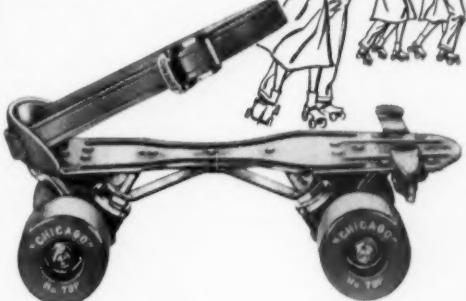
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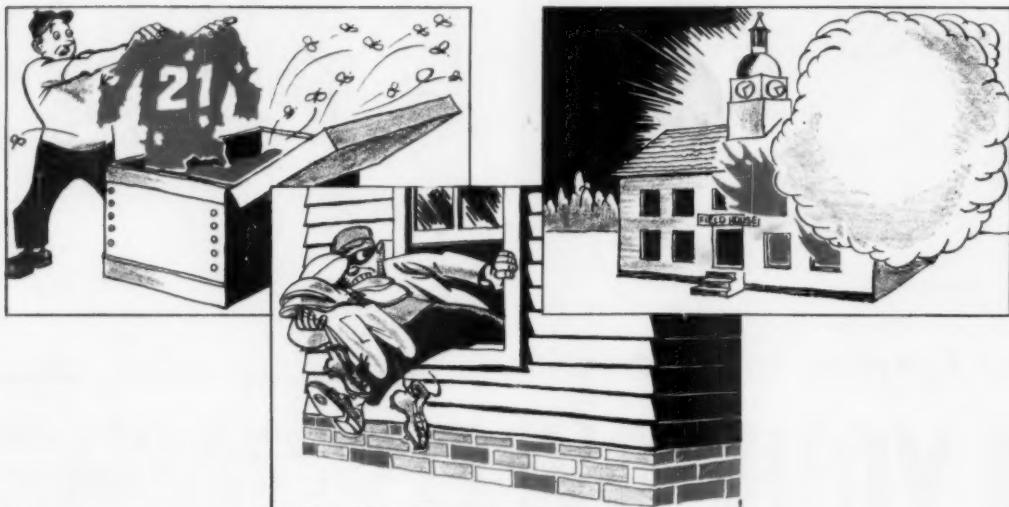


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